GCSE MARKING SCHEME

SUMMER 2023

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

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INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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COMPONENT 1: BRITISH STUDY IN DEPTH

1B. THE ELIZABETHAN AGE, 1558–1603

SUMMER 2023 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 Privy Council?** **[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.

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 differing aspects of the functioning of the Privy Council in terms of its personnel and operation;*
- *Source A is a commentary on the significant figures in the Council; it shows how William Cecil conducted most of the business on the Council and how he sought to maintain this by outwitting other ministers;*
- *it shows how others of less authority were influenced by Cecil;*
- *it shows how Robert Dudley, the Earl of Leicester, was held in great favour by the Queen, but how he, in the opinion of the author, was not fit for the Council;*
- *Source B shows aspects of the functioning of the Council;*
- *it shows how Dudley was not receiving advice from other members of the Council due to the Queen's dominance over matters of state;*
- *it shows how the Queen was entirely directing events with regard to the Netherlands and would not allow debate on the issue;*
- *the sources show how Cecil and the Queen were essentially controlling matters on the Privy Council.*

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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 Privy Council? [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 differing aspects of the functioning of the Privy Council in terms of its personnel and operation;*
- *Source A is a commentary on the significant figures in the Council; it shows how William Cecil conducted most of the business on the Council and how he sought to maintain this by outwitting other ministers;*
- *it shows how others of less authority were influenced by Cecil;*
- *it shows how Robert Dudley, the Earl of Leicester, was held in great favour by the Queen, but how he, in the opinion of the author, was not fit for the Council;*
- *Source B shows aspects of the functioning of the Council;*
- *it shows how Dudley was not receiving advice from other members of the Council due to the Queen's dominance over matters of state;*
- *it shows how the Queen was entirely directing events with regard to the Netherlands and would not allow debate on the issue;*
- *the sources show how Cecil and the Queen were essentially controlling matters on the Privy Council.*

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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 Puritan 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 that the Puritan threat to Elizabeth was increasing during this period;*
- *it claims that some had considered rebelling against the Queen, due to her refusal to kill Catholics and thereby reform religion; it states that the perpetrators were not punished due to the fact that Leicester and Walsingham prevented it;*
- *the source is accurate to an extent; as Elizabeth's reign progressed, the Puritans became more of a problem to her in the ways in which they challenged the basis of the Religious Settlement;*
- *the source accurately reflects the seriousness of the Puritan threat insomuch as influential men on the Council, such as Leicester and Walsingham, were Puritans; the threat was evident through the Puritan challenges in Convocation, Parliament, through prophesyings and the publishing of pamphlets; these challenged Elizabeth and the Religious Settlement and she was forced to act against them;*

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- *the source, however, is written by Mendoza, the Spanish Ambassador to England; he is writing to King Philip of Spain and may want to portray a particular depiction of the seriousness of the Puritan threat;*
- *as such it is a rather narrow, subjective view and possibly creates a false impression of the difficulties Elizabeth was facing from the Puritans;*
- *whilst it is partially accurate, it fails to take into account the fact that Puritans were overwhelmingly loyal to the Queen and that their activities were generally controlled and thus the threat kept in check.*

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Question 3

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

Question: **Why was the Spanish Armada a significant event during the reign of Elizabeth I? [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.

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 conflict with the Spanish Armada was a very significant event during the reign of Elizabeth I;*
- *despite relations between England and Spain being cordial at the start of Elizabeth's reign, there was a deterioration from the mid-1560s; Spanish involvement in Catholic plots, the funding of Jesuit Priests, the activities of English privateers such as Drake and Hawkins, English involvement in the Netherlands and the execution of Mary, Queen of Scots all led to a significant worsening of relations;*
- *as a result of these factors, Philip of Spain decided to invade England and depose Elizabeth, which constituted a very significant threat;*

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- *the arrival of the Armada in the Channel proved a significant challenge to the English fleet, whose tactics were very different to those of the Spanish; the English found it difficult to break the crescent formation, despite repeated efforts to do so with their long-range guns and skirmishing tactics;*
- *as a result, the Spanish fleet made it to Calais where they anchored in order to pick up the invasion force of the Duke of Parma; this constituted a very significant threat to England; fire-ships were used by the English to break the Spanish formation and the subsequent Battle of Gravelines decided the conflict;*
- *the Battle of Gravelines was significant as it showed the strengths and weaknesses of the English and Spanish tactics respectively; the intervention of the weather also ensured that the Spanish fleet failed in its objectives;*
- *the resulting English victory was a very significant event in terms of Elizabeth's reign; Elizabeth's and England's prestige were greatly enhanced; the cause of Protestantism was strengthened and Spain, as the leading Catholic power in Europe, was humiliated with much of its fleet destroyed on the return journey home around Scotland and Ireland;*
- *the English victory was also significant insomuch as it heralded a period of domination of the seas, led by technological and tactical innovation.*

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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 Catholic threat. [10]**

- **The Papal Bull of Excommunication, 1570**
- **Mary, Queen of Scots**
- **Jesuit Priests**
- **Catholic Plots**

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 certain extent, all the issues to do with the Catholic threat are interconnected;*
- *the Papal Bull of Excommunication of 1570 was the Papacy's response to what it perceived to be Elizabeth's firmly Protestant religious policy and was partly timed to coincide with the Rebellion of the Northern Earls; it is connected to Mary, Queen of Scots as it was an attempt to undermine Elizabeth's authority in order to create rebellion with the aim of replacing her with a Catholic monarch;*
- *the Papal Bull is connected to Jesuit Priests as they both show the attempts of the Papacy to restore Catholicism in England; the Papacy, through Spain, supported these missionary priests, such as Edmund Campion; Jesuit Priests are connected to Mary, Queen of Scots insomuch as they were Catholic inspired and shared the aims of replacing Protestantism;*
- *Mary, Queen of Scots is connected to Catholic Plots as she was the figurehead, whether intentionally or not; the Ridolfi Plot, Throckmorton Plot and especially the Babington Plot, all involved Mary to a degree; the Babington Plot revealed clear evidence of her involvement and intention to replace Elizabeth and would result in her eventual execution;*
- *Jesuit Priests are connected to Catholic Plots and therefore Mary, Queen of Scots, as there was evidence of their involvement in for example, the Throckmorton Plot, which involved the Spanish Ambassador and some Scottish Jesuits;*
- *as such, all the issues are interconnected and formed part of the overall Catholic threat to Elizabeth.*

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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 how well the problem of the poor was dealt with during Elizabethan times? [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 Elizabethan governments accepted that responsibility needed to be taken for both the impotent and unemployed poor;*
- *it asserts that, as such, the government were in control of the situation and the result was that poverty and vagrancy were contained;*
- *the interpretation is accurate to a certain extent; the author has based the interpretation on the fact that during this period several measures were introduced to deal with the deserving and undeserving poor; as Elizabeth's reign progressed it was increasingly realised that many were poor through no fault of their own; as such, the poor rate was made compulsory and people who failed to contribute in the parish could be fined;*
- *the interpretation can also be supported by reference to the fact that punishments for vagrancy gradually lessened in their severity; Houses of Correction were established to put the poor to work; individual towns set up Bridewells and Hospitals to look after their poor and some donated money for the building of almshouses;*
- *as a result of these factors and the intervention of government, there was no rebellion amongst the poor as had been the fear of some during this period;*
- *however, other interpretations of this issue may differ; other historians and commentators may argue that the government failed to control the problem of the poor;*
- *candidates may assert that the numbers of wandering beggars increased during the reign; sending vagabonds back to their own parish merely moved the problem around the country and failed to address the underlying causes of poverty, for example enclosures and sheep-farming; similarly, there was an over-reliance on local government to deal with the poor and since the work was unpaid, it was not carried out efficiently;*
- *candidates may also assert that groups of wandering beggars, known as rogues, caused considerable disquiet in the towns, and punishments for vagrancy failed to deter professional beggars such as clapperdudgeons, counterfeit cranks and bawdy baskets;*
- *it may be commented upon that the author is a specialist, a lecturer in history and that the work is heavily focused upon the issues of poverty and vagrancy;*
- *the interpretation would have been formed by reference to appropriate research, but also by the target audience for this academic piece of work; in subsequent years, further evidence could have informed contrasting interpretations;*
- *it may therefore be rather narrow in perspective but should nevertheless be viewed as part of a wider historical debate over the issue, which includes a range of different interpretations over how well the problem of the poor was dealt with during Elizabethan times.*

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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.

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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