



GCSE MARK SCHEME

SUMMER 2015

**HISTORY - STUDY IN-DEPTH
THE ELIZABETHAN AGE, 1558-1603
4272/01**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are questions 1(c) and question 3(b). There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format
Level 3	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
Level 4	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

PAPER 4272/01

UNIT 2: STUDY IN-DEPTH

THE ELIZABETHAN AGE, 1588-1603

MARKING SCHEME

QUESTION 1

Question 1 (a)

Target:	Understanding of source material; recall of own knowledge		
Mark allocation:	AO1	AO2	AO3
3	1		2

Question: **Use Source A and your own knowledge to describe a Puritan.** [3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer, paraphrasing or brief description of source only.** [1]

Eg: Source A shows the Puritans wore plain clothes.

LEVEL 2 **Brief description of the source with some own knowledge or detailed description of the source.** [2]

Detailed description of the source and own knowledge. [3]

Eg: The Source shows that Puritan men and women wore plain black gowns and appear 'stern' and serious. The Puritans adhered to strict religious principles and they disapproved of sinful pleasures and wanted to 'purify' Elizabeth's church of its catholic traits. They wanted a much simpler form of worship – churches were to have whitewashed walls, no pictures or statues, no stained-glass windows, no organ, plain table for an altar, etc. They believed the church service should be without music. Sundays were 'Lord's day' and sports and games were to be banned. Swearing and drunkenness were to be severely punished.

Question 1 (b)

Target:	Recall and deployment of knowledge; explanation of causation of an historical event		
Mark allocation:	AO1	AO2	AO3
6	2	4	

Question: **Explain why Elizabeth chose a ‘middle way’ in religion.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]

Eg: Elizabeth wanted a church that both Catholics and Protestants could attend.

LEVEL 2 More detailed and accurate explanation; gives more than one reason. [3-4]

Eg: Before 1558 there had been considerable religious change – Henry VIII’s break with Rome, Protestant under Edward VI and then Catholic under Mary. Many had been executed for their religious beliefs. By passing the Act of Supremacy and Act of Uniformity Elizabeth created a church that was mid-way between the two religions and was acceptable to the majority of her subjects.

LEVEL 3 Full explanation which is focused and explains a range of reasons. [5-6]

Eg: Elizabeth believed that religious unity was the key to peace and her acceptance as Queen. All citizens had to believe in the same religion and belong to the same church. Elizabeth’s church was protestant but acceptable to most of her subjects so as to keep them loyal. This was achieved by passing two Acts of Parliament in 1559. The Act of Supremacy created the Church of England and placed Elizabeth as the Supreme Governor. This was ‘backed up’ by the Act of Uniformity – services were to be in English and adhere to the structure of the Book of Common Prayer. Attendance at services was obligatory and non-attendance punishable.

Question 1 (c)

Target:	Analysis and evaluation of source material; quality of written communication		
Mark allocation:	AO1	AO2	AO3
8			8

Question: **Why do Sources B and C have different views about the seriousness of the threat posed by Catholic plots during Elizabeth's reign?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources, or brief reference to authors.** [1-2]

Eg: Source B tells us that the Duke of Northumberland was plotting to free MQS and put her on the English throne. Source C tells us that Elizabeth's government was very successful in discovering and stopping these plots.

LEVEL 2 **Starts to offer limited explanation of difference in terms of either the content or the authorship of the sources.** [3-4]

Eg: The sources say different things about the seriousness of the threat from the Catholic plots. This is to be expected as Source B is from a report by the Spanish Ambassador in England to King Philip of Spain at the time, 1569. Source C was written by an historian as recently as 2007 and he would have had access to all the relevant sources relating to the plots.

LEVEL 3 **Examines more fully the difference in the views with clear reference to both content and authorship of the sources; some analysis of each view is seen.** [5-6]

Eg: There is a considerable difference in view shown by the two sources. The author of Source B clearly emphasises the seriousness of the plots because we are informed that the plot was to dethrone Elizabeth and replace her with MQS, and re-introduce the Catholic religion in England. It also informs us the plot could well be supported by armed Spanish troops. The Source is from the Spanish Ambassador to England and his role was to forward accurate information to his master, King Philip. Source C tells us that Elizabeth's government successfully uncovered all the plots against her. It also says that though Elizabeth was excommunicated by the Pope in 1570 English Catholics, in the main, stayed loyal.

LEVEL 4 **Balanced and developed explanation of the difference in the sources; good analysis of the authorship of the sources and use of contextual knowledge.** [7-8]

Eg: The two sources provide clearly contrasting views about the seriousness of the Catholic plots. Source C discusses the effectiveness of Walsingham's spy network in uncovering the plots and that the government was 'on top' of the threat. However the Source agrees, with Source B, that the plots were a serious threat because the intention was to dethrone and murder Elizabeth and replace her with MQS. The fact that Elizabeth needed a sophisticated 'spy network' also increases the Source's view that that the plots were indeed a serious threat to Elizabeth and the Protestant religion. The author of Source B is involved in the plots and is relaying important information to his king whereas the author of Source C, though English, will have formed an interpretation from a more reasoned and distant perspective.

QUESTION 2

Question 2(a)

Target:	Recall and deployment of knowledge; understanding of historical features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe an Elizabethan galleon.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with weak or implied points made.** [1-2]

Eg: The galleon was an Elizabethan wooden ship that was armed with cannons.

LEVEL 2 **More detailed and accurate understanding shown.** [3-4]

Eg: The galleon was designed to carry goods and it was armed with cannons. It was very heavy; the larger galleons weighed around 800 tons and as a result were quite low in the water. They were sleek and quite fast. They had 3 or 4 masts to hold many sails that made them easier to manoeuvre.

Question 2(b)

Target:	Recall and deployment of knowledge; explanation of causation of an historical event		
Mark allocation:	AO1	AO2	AO3
6	2	4	

Question: **Explain why the Spanish Armada was sent to invade England.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]

Eg: Elizabeth was the most powerful Protestant ruler and Philip II the most powerful Catholic ruler.

LEVEL 2 More detailed and accurate explanation; gives more than one reason or one well developed reason. [3-4]

Eg: As well as a religious reason there was a political issue; Elizabeth supported the Dutch rebels in their struggle for independence from Spain by sending money and troops. The execution of MQS in 1587 cleared the way for the Armada's invasion – whilst she was alive Philip did not really want to see her on the English throne because of her close ties with France.

LEVEL 3 Full explanation which is focused and explains a range of reasons. [5-6]

Eg: Possibly the biggest reason for sending the Armada was the rivalry between the English seadogs and Spain. In the 1570s and 1580s the seadogs repeatedly attacked Spanish colonies in the New World and Spanish shipping carrying gold and treasure to Spain, for example, during Drake's voyage of 1577-80. Drake even attacked Spain's mainland. This was because of the growing rivalry in the quest for more overseas lands and trade.

Question 2(c)

Target:	Analysis and evaluation of concept of change and continuity; recall and deployment of knowledge; explanation of key features of an historical period		
Mark allocation:	AO1	AO2	AO3
8	2	6	

Question: **How successful were Elizabethan attempts at exploration and expanding trade?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; lack of focus, or description only. [1-2]

Eg: English sailors sailed to many parts of the world claiming new lands for Elizabeth and making England more powerful.

LEVEL 2 Answer which begins to address the concept of success; will mostly tend to describe. [3-4]

Eg: English seamen, such as Drake, Raleigh and Hawkins sailed to new parts of the world. For example Drake became the first Englishman to circumnavigate the globe and/or Hawkins established a lucrative slave trade for England.

LEVEL 3 Accurate answer which focuses on the concept of success with some contextual support. [5-6]

Eg: Expect the answers to concentrate on 'successes' of English sailors. With the support of the Queen [not only in authorising these ventures but being a shareholder in them] English seamen challenged the monopoly of the Spanish and Portuguese. The likes of Drake and Hawkins successfully attacked Spanish and Portuguese shipping and territories. For example, Hawkins successfully captured a large party of negro slaves off the west coast of Africa in the early 1560s and transported them to the West Indies and American mainland to be sold to work in plantations. Raleigh brought back potatoes and tobacco. These exploits were the beginning of the dominant 'British' Empire of the next two centuries.

LEVEL 4 Detailed analysis of the key concept within the historical context; provides a reasoned evaluation of extent of success. [7-8]

Eg: At this level expect the answers to develop beyond the exploits of Elizabethan sailors. By 1603 England had become the greatest sea power in the world; a position that was held until the 20th century. At the start of Elizabeth's reign English trade was confined to northern and western Europe [Spain, Portugal, France, Denmark, Norway] but by the end of her reign England was trading with the Far East [Spice Islands], West Indies, China and Russia. Successful trading companies, such as the East Indies Company, Levant Company and the North Sea Company, were established in the 1580s and helped cement England's maritime dominance. However Raleigh's attempts to establish a colony in North America [Virginia] failed. Successful attempts to establish English colonies would have to wait until the 17th century. Similarly all attempts to establish a north-west passage during Elizabeth's reign failed.

QUESTION 3

Question 3(a)

Target:	Recall and deployment of knowledge; understanding of historical features		
Mark allocation:	AO1	AO2	AO3
4	4		

Question: **Outline briefly cruel sports in the Elizabethan age. [4]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, listing weak or implied points. [1-2]

Eg: It was sport that involved cruelty to animals; cruelty to bears and bulls, eg 'bear baiting'.

LEVEL 2 Deploys a more accurate and focused list of factors. [3-4]

Eg: Cruel sport was enjoyed by poor and rich Elizabethans. Bulls and bears would be tethered and set upon by specially bred ferocious dogs. These activities were held in arenas or courtyards belonging to public houses. Another form of popular cruel sport was cockfighting and was held in a ring known as a cockpit.

Question 3(b)

Target:	Recall and deployment of knowledge; analysis of concept of success; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

Question: **Did all the people in Wales and England have a good lifestyle during Elizabeth's reign?** [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: Yes – many Elizabethans built big country mansions and had a good life. No – many Elizabethans were very poor and became vagrants.

LEVEL 2 Answer begins to discuss the issue set in the question. [4-6]

To distinguish between 4 and 6 marks apply the following:

For 4 marks: A one-sided answer with some contextual support **OR** a very weak two-sided answer with little contextual support.

For 5-6 marks: A developed one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

Eg: Answers will assert that many Elizabethans enjoyed prosperity and built large mansions such as Hardwick Hall and enjoyed big banquets, fine clothes and pleasant pastimes such as the theatre and hunting. On the other hand there were very many poor people as a result of the changes in farming and these were forced into a life of begging and roaming the countryside, often terrorising local people.

LEVEL 3 Answer is mainly a reasoned analysis of the issue set in the question. [7-9]

To distinguish between 7 and 9 marks apply the following:

For 7 marks: A very good one-sided answer with contextual support **OR** an unbalanced two-sided response with contextual support.

For 8-9 marks: A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

Eg: Answers will begin to offer a judgement with good reasoning. There was a clear division between those who had a good lifestyle and those that did not. The rich, benefitting from the profits of trade enjoyed a comfortable life which included hired entertainment, often in their own homes. But there was widespread poverty and unemployment was high due to the change to sheep rearing. The government's policies towards poverty were harsh, with very cruel punishments for vagrancy and begging making life even more difficult for the poor.

LEVEL 4 **Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question.** **[10-12]**

To distinguish between 10 and 12 marks apply the following:

For 10 marks: A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support.

For 11-12 marks: A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support. Award the higher mark for the quality of contextual support.

Eg: Answers will clearly evaluate the issue in the question. Answers at the top level will challenge the statement how good life was for the rich and how bad for the poor. Due to disease and poor sanitation life expectancy was low for rich and poor. All Elizabethans, rich and poor, enjoyed a variety of pastimes. Cruel sports were popular and a feature in all communities and in London both rich and poor regularly frequented the theatre. Expect answers at the very top end to consider the degree of change during the course of the reign; for example, as a result of increased trade during the reign there were more wealthy people. Also the government and authorities began to take more responsibility for the plight of the poor during the course of the reign; for example, the Poor Law of 1601 and in large towns like London, hospitals, such as, St Bartholomew and St Thomas were built to care for the poor and in Norwich the first Bridewell was opened.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.