



**General Certificate of Secondary Education  
June 2012**

**GCSE History A                      40402C**

**Unit 2 Option C**

**Elizabethan England, 1558–1603**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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**A: INTRODUCTION**

- **Consistency of Marking**

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by the AQA.

- **Subject Content**

The revised specification addresses subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all candidates, but particularly the more able, to make judgements grounded in evidence and information.

- **The Assessment Objectives (AOs)**

Assessment Objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of history	30
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> <li>• key concepts: causation, consequence, continuity, change and significance within an historical context</li> <li>• key features and characteristics of the periods studied and the relationship between them</li> </ul>	30
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• a range of source material as part of an historical enquiry</li> <li>• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry</li> </ul>	40

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the 'levels of response' type showing that students are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All students take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate students' attainment by **outcome** and to reward **positively** what the students know, understand and can do.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

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**B: QUESTION TARGETS & LEVELS OF RESPONSE**

- **Question Targets**

The mark scheme for each question is prefaced by an assessment objective 'target'. This is an indication of the skill which it is expected students will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of Response**

There are several ways in which any question can be answered – in a simple way by less able students and in more sophisticated ways by students of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of students entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the student's **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answer within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, eg Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no 'totting up' of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the candidate has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember

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to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

### **C: DECIDING ON MARKS WITHIN A LEVEL**

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **lower/lowest mark within the level**.

In giving more credit with the level, examiners should ask themselves several questions relating to student attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Consider whether the answer is:

- precise in its use of supporting factual information.
- appropriately detailed.
- factually accurate.
- appropriately balanced, or markedly better in some areas than in others.
- set in the historical context as appropriate to the question.
- displaying appropriate **quality of written communication skills**.

Note about Indicative Content.

The mark scheme provides **examples of historical content** (indicative content) which students may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some students to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the student’s level of critical thinking determines this**. Remember that the **number** of points made by a student may be taken into account only **after** a decision has been taken about the quality (level) of the response.

#### **Some things to remember**

Mark positively at all times.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

As a general rule, give credit for what is accurate, correct or valid.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

**D: SOME PRACTICAL POINTS**

- **Answers in note form**

Answers in note form to any question should be credited in so far as the student's meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the students in diagrams, tables, maps etc, provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a student starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the 'thought level' equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, eg as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

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**Paper 2: Elizabethan England**

**Section A      The Poor**

**Question 1**

- (a) What do **Sources A and B** suggest about the treatment of the poor? **4**
- Target: Comprehension and inference from historical sources (AO3).**
- Candidates either submit no evidence or fail to address the question **0**
- Level 1: Answers that select details from the sources.** **1**  
 Eg Source A shows they whip poor people.
- Level 2: Answers that draw a simple inference from the sources.** **2-3**  
 Eg Sources A and B show that they dealt harshly with the persistent poor.
- Level 3: Answers that develop a complex inference from the sources.** **4**  
 Eg Sources A and B show they deal severely with the persistent poor whether they are men or women. They sometimes hanged or disfigured the poor. This was done in public to send a visible message to the people.



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<b>(b)</b>	<p>What different treatment of the poor is suggested by <b>Sources C and D</b>?          Explain your answer using Sources <b>A, B, C</b> and <b>D</b>.</p>	<b>6</b>
	<p><b>Target: Comprehension and inference from a comparison of historical sources (AO3).</b></p> <p>Candidates either submit no evidence or fail to address the question</p>	<b>0</b>
	<p><b>Level 1: Answers that select details from Sources C and/or D.</b>          Eg Source C shows a nice place for the poor to live.</p>	<b>1-2</b>
	<p><b>Level 2: Answers based on a comparison of details in source(s) C/D and Source(s) A/B.</b>          Eg the impression in Source A is punishment but in Source D they are giving them money.</p> <p><b>OR</b></p> <p><b>Answers based on simple inference(s) from Source(s) C/D and Source(s) A/B.</b>          Eg the impression in Source B is deterrent whereas in Source D they give them money.</p>	<b>3-4</b>
	<p><b>Level 3: Answers based on complex inferences in Sources C/D and Source(s) A/B.</b>          Eg in Sources A and B the poor are punished by whipping, hanging or disfigurement whereas in Source C they are being given a very good place to live. It is of brick and has chimneys so they can be warm. There are pleasant gardens. In Sources C and D it is important to give charity to the poor and recognise them, whereas in Sources A and B they are to be deterred very publicly.</p>	<b>5-6</b>

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(c)	<p>Why do you think <b>Sources A</b> and <b>B</b> suggest a different treatment of the poor to <b>Sources C</b> and <b>D</b>?          Explain your answer using <b>Sources A, B, C</b> and <b>D</b> and <b>your knowledge</b>.</p>	<b>8</b>
	<p><b>Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AOs 1, 2 &amp; 3).</b></p> <p>Candidates either submit no evidence or fail to address the question.</p>	<b>0</b>
	<p><b>Level 1: Answers that select details from sources</b>  <b>OR</b>  <b>Answers that say how the sources are different.</b>          Eg they are different because Source B is from the Courts and Source D is a law.          The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	<b>1-2</b>
	<p><b>Level 2: Answers based on simple reasoning based on differences in author, audience, time or place.</b>          Eg they are different because Source A is from 1567 and Sources C and D come from the end of Elizabeth's reign.          The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	<b>3-4</b>
	<p><b>Level 3: Answers based on developed reasoning based on differences in author, audience, time or place.</b>          Answers will probably be based on how the authors acquired information or their intentions in writing.          Eg the sources differ because it is clear by the end of Elizabeth's reign they are aware that some poor were poor through no fault of their own. These poor needed help. At the start of the reign they were still punishing them. They know how to treat them later on because of experiments in Norwich and Ipswich.          The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p>	<b>5-6</b>
	<p><b>Level 4: Answers that develop out of level 3 and provide some explanation of the links between reasons for the source differences.</b>          Eg the Archbishop is setting a good example of Christian charity, whereas Source A and B are examples of deterrence from a time early in the reign when people were frightened by the scale of the increase in poverty. The Great Elizabethan poor Law acknowledged the deserving poor and created a system to collect and distribute relief.          The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.</p>	<b>7-8</b>

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- (d)** How useful is **Source E** for understanding the problem of vagabondage in Elizabethan times? **8**  
 Explain your answer using **Source E** and **your knowledge**.
- Target: An evaluation of utility. (AOs 1, 2 & 3)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Answers that assert a source or sources is/are useful or not because it/they tell(s) us something about the problem of vagabondage in Elizabethan times.** **1-2**  
 Answers may select details from the sources to support the answer.  
 Eg Source E is useful because it shows us the different types of beggar.  
 The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.
- Level 2: Answers that explain that one source is useful or not because of its provenance in relation to the problem of vagabondage in Elizabethan times.** **3-4**  
 Eg Source E is useful because it was written by someone who had met a lot of vagabonds and wrote a book about them. However it may not be useful because he tortured them to get information.  
**OR**  
**Answers that explain that Source E is useful or not through an understanding of its content in relation to the problem of vagabondage in Elizabethan times.**  
 Eg Source E is useful because it shows how vagabonds had to adopt disguises, and this would have made people very wary of beggars and people who begged.  
 The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.
- Level 3: Answers that appreciate and explain the value of the source because of its provenance and an understanding of its content in relation to the problem of vagabondage in Elizabethan times.** **5-6**  
 Eg Source E shows that in Elizabethan times that vagabondage was a serious problem because Harman wrote a book about it. He was influential because they asked his advice when building a prison. However, it would only have been read by those who could afford it and were able to read, which would have been the richer people. Vagabonds were very inventive at disguising themselves and trying to get money from people.  
 The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.
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**Level 4: Answers that develop out of Level 3 and evaluate the relative importance, or relationship, of provenance and content or consider the source in the context of other relevant sources.**

Eg this does help us to understand what the upper classes thought about vagabonds, but as the information from vagabonds might be obtained by torture it is not so helpful to explain why they were vagabonds or what they did.

**7-8**

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

<b>(e)</b>	Why was poverty increasing in the sixteenth century?	<b>10</b>
	<b>Target:</b> An understanding and evaluation of causation (AOs 1 & 2).	
	Candidates either submit no evidence or fail to address the question.	<b>0</b>
	<b>Level 1:</b> Answers that provide general statements, describe single factors or factual details of <u>the increase in poverty</u> . Eg there were more people, and they had not been killed by an epidemic or war. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	<b>1-2</b>
	<b>Level 2:</b> Answers that comment briefly on several factors, to do with reasons for <u>the increase in poverty</u> . Eg some people were poor because they were ill; others were poor by misfortune such as the wounded soldier. The bad harvests in 1596 and 1597 caused much poverty. The presence of more Spanish silver in Europe and Henry VIII's change to the currency made people poorer. <b>OR</b> Answers that identify and explain one factor, in depth to do with reasons for <u>the increase in poverty</u> .	<b>3-5</b>
	Eg in the 1540s Henry VIII was short of money to pay for his wars with France. He issued new coins with less silver and gold in them. He made a profit but debased the coinage, so everyone wanted more coin for the goods and prices went up. Food prices went up and people could buy less of it if their wages stayed the same, so people became poorer. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	
	<b>Level 3:</b> Answers that recognise and explain several factors to do with reasons for <u>the increase in poverty in specific detail</u> . Eg there were changes in farming as farmers switched to raising sheep for the wool rather than arable crops. This involved enclosure and the result was that they required fewer farm workers. Those pushed out of work became poor. Coupled with this there were bad harvests in 1596 and 1597. The major reason was inflation which affected people who were paid low wages in the first place. They could buy less food. The changes to the cloth trade and its collapse put thousands out of work. This was the country's main export. Landlords who were anxious to keep pace with inflation repeatedly raised rents – this was 'rack-renting'. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	<b>6-8</b>

**Level 4: Answers that develop out of Level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors.**

Eg above all else what put pressure on the economic system was the rise in population. It rose to 4.4 million by the end of Elizabeth's' reign, and this drove the need for food, clothes, houses and jobs.

**9-10**

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

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**EITHER****Section B      Catholicism****Question 2**

- (a) Why was Philip II important for Elizabethan England? **4**
- Target: Understanding of the key features of the period (AOs 1 & 2).**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question.** **1-2**  
**Answers will show simple recognition of Philip II.**  
Eg Philip II was the king of Spain.
- Level 2: Explanation shows understanding in a broader context of the period.** **3-4**  
**Answers will show knowledge of some distinctive features of Philip II.**  
eg Philip had been married to Elizabeth's sister, Queen Mary. Philip intended to propose to Elizabeth. It would be an easy way to make sure England stayed Catholic. Philip was the ruler of the most powerful country in the world. But he would prefer not to have to spend money conquering England. If Elizabeth was overthrown earlier on in her reign, then Mary, Queen of Scots would take over and she was friendly to the French.

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- (b)** Using **Source F** and **your knowledge**, explain why Elizabeth's settlement of religion was a compromise. **8**
- Target: Understanding of the key features of the period (AOs 1, 2 & 3)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Discusses the source only**  
**OR**  
**Describes the Elizabethan religious settlement.**  
 Eg the Elizabethan Church settlement in 1559 contained the Acts of Uniformity and Supremacy. **1-2**  
 The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.
- Level 2: Considers a singular cause (probably based upon the picture offered) and/or mentions other aspects related to the reasons for Elizabeth's religious settlement compromise.**  
 Eg the Church settlement was a compromise because it aimed to unite the country after all the persecution of Mary's reign, as in Source F. Elizabeth did not want to 'make windows into men's' souls'. **3-5**  
 The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.
- Level 3: Explains more than one cause related to the Elizabeth's religious settlement compromise.**  
**At this level responses will explain more than one or two aspects apart from those suggested in the picture.**  
 Eg the Church settlement was Elizabeth's way of keeping the peace and compromising. She deliberately made the law so that as many Catholics and Protestants could feel at ease with it. She did not take the title of Head of the Church, but Governor, this gave the Catholics no objection that she was taking on a priestly role. It also brought some religious peace to the country after the extremism of her brother for the Protestants, and her late sister for the Catholics. Elizabeth was to send as many to the stake for heresy in her 45 year reign as Mary did in her short five year reign. **6-8**  
 The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.
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- (c) The plots and events of 1568-1570 changed Queen Elizabeth's policy towards English Catholics. Was this period the most important one in changing Queen Elizabeth's policy towards English Catholics? **12**
- Target: An understanding and evaluation of causation (AOs 1 & 2)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Answers that provide general statements, describe single factors or factual details of the plots and events of 1568-1570, or Queen Elizabeth's policy towards English Catholics.** **1-2**  
 Eg the Pope excommunicated Elizabeth.  
 The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.
- Level 2: Answers that comment briefly on several periods, to do with Queen Elizabeth's changing policy towards English Catholics. Answers at this level are likely to assume that 1568-1570 is the most important period.** **3-6**  
 Eg the Queen took a more severe line with Catholics in this period because her advisers and the MPs demanded it. However, Elizabeth did feel more secure on the throne after ten years. However, as she became more secure, Europe became a more dangerous place and rulers like, Philip II of Spain less patient. Before 1568 Elizabeth got the benefit of the doubt from English people and foreigners, as they waited to see how she would sort the religious issue. It was also very dangerous in the 1580s because of the Armada.  
**OR**  
**Answers that identify and explain one period, in depth, to do with the changing of Queen Elizabeth's policy towards English Catholics which may be the plots and events of 1568-1570. Answers at this level are likely to assume that this is the most important period.**  
 Eg the Northern Rebellion was in 1569. Elizabeth's army crushed the rebels and 800 hundred rebels were executed. The Papal Bull of 1570 ordered Catholics not to obey Elizabeth. After these two events Elizabeth and Parliament were keen to take a harder line on the Catholics.  
 The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.
- Level 3: Answers that recognise and explain the plots and events of 1568-1570 in changing Queen Elizabeth's policy towards English Catholics in specific detail. Answers at this level may begin to evaluate different periods.** **7-10**  
 Eg the 1569 Northern Rebellion and the 1571 Ridolfi plot all helped change Elizabeth's policy to Catholics. However, events like the Massacre of St Bartholomew's day, 1572 added further weight to calls for Mary, Queen of Scots' execution. The biggest influence on Elizabeth's policy was the influx of Jesuit and Seminary priests coming to Britain from 1570 onwards. Between 1568 and 1570, and the years that followed, it was still possible to find a way to square your conscience as an Englishman and a Catholic. However, the murder of William of Orange was another indication that Elizabeth was vulnerable and a lone Protestant leader in Europe.  
 The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

**Level 4: Answers that develop out of Level 3 and evaluate the relative importance of periods or come to a summary assessment about the factors involved or provide details of the links between factors**

Eg the big change to Elizabeth's policy came in the 1580s. Fines increased, punishments were greater. Before 1579 2 priests were executed. Between 1579 and 1585, 27 priests were executed. This was because Elizabeth's policy of letting Catholicism 'wither on the vine' was being challenged by the influx of Catholic priest who were keeping the old faith alive.

**11-12**

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

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OR

**Section B      Ships and seamen**

**Question 3**

**(a)** Why was Francis Drake important for Elizabethan England? **4**

**Target: Understanding of the key features of the period (AOs 1 & 2).**

Candidates either submit no evidence or fail to address the question. **0**

**Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question.**  
**Answers will show simple recognition of Francis Drake.** **1-2**  
Eg Sir Francis Drake was a leading English sailor. He sailed round the world in 1577-80. Drake made money early on in his career selling slaves.

**Level 2: Explanation shows understanding in a broader context of the period.**  
**Answers will show knowledge of some distinctive aspects of the roles of Francis Drake.** **3-4**  
Eg Drake's great achievements were the round the world voyage in 1577-80 and his part in the defeat of the Spanish Armada, 1588. Drake was a national hero after this round the world voyage. He brought back gold and jewels worth over £200 million in today's terms. Elizabeth was as pleased as Philip of Spain was infuriated. Queen Elizabeth knighted him. In 1587 he famously 'singed the King of Spain's beard' in an attack on Cadiz.

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- (b)** Using **Source G** and **your knowledge**, explain why English seamen went on voyages of discovery. **8**
- Target: Understanding of the key features of the period (AOs 1, 2 & 3).**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Discusses the source only**  
**OR**  
**Describes the sailors or voyages.**  
 Eg the sailors like Martin Frobisher tried to reach China by sailing round America. He couldn't get past the ice and cold weather.  
 The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development. **1-2**
- Level 2: Considers a singular reason (probably based upon the picture offered) and/or mentions other reasons related to Elizabethan sailors and the voyages of discovery.**  
 Eg the English sailors hoped to make large amounts of money. They captured gold and silver. John Hawkins went to Africa during the 1560s. He captured people to sell as slaves to the Spanish settlers in Central America.  
 The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner. **3-5**
- Level 3: Explains more than one reason related to Elizabethan sailors and the voyages of discovery.**  
 At this level responses will explain more than one or two aspects apart from those suggested in the picture.  
 Eg the voyages were to new places out of curiosity and looking for new opportunities. Lancaster sailed round Africa to the East Indies. Drake went right round the world. Raleigh tried to establish an English colony in North America. The sailors wanted to become wealthy. They wanted to establish colonies such as those in North America. There was a lot of trade that was started. The Muscovy Company traded with Russia and brought in timber and furs. Reasons for going differed at different levels in society. Elizabethan sailors opened up new areas for trade and several new trading companies were founded. The East India Company was one of the most famous; it traded with India and traded in the Far East in silks, spices, cotton and tea. Merchants, nobles and even Queen Elizabeth invested in voyages, and they made large profits from captured cargoes of gold and silver. There was a wide interest in foreign lands.  
 The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used. **6-8**
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- (c) The voyages of discovery contributed many benefits to the development of England. Were the improvements in English sea power and her navy the most important benefits? Explain your answer. **12**

**Target: An understanding and evaluation of causation (AOs 1 & 2).**

Candidates either submit no evidence or fail to address the question. **0**

**Level 1: Answers that provide general statements, describe single factors or factual details of the benefits of the voyages of discovery.**

Eg the sailors like Martin Frobisher tried to reach China by sailing round America. He couldn't get past the ice and cold weather.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development. **1-2**

**Level 2: Answers that comment briefly on several factors, to do with the benefits of the Elizabethan voyages of discovery.**

Answers at this level are likely to assume the importance of factor(s).

Eg the English sailors made large amounts of money capturing Spanish gold and silver. They brought new products to England. They gained knowledge of new places in the world and began to establish colonies. They increased their skills at sailing, navigating and fighting.

**OR**

**Answers that identify and explain one factor, in depth, to do with the benefits of the Elizabethan voyages of discovery.**

Answers at this level are likely to assume the importance of the factor.

Eg the English sailors made large amounts of money. They captured gold and silver. John Hawkins went to Africa during the 1560s. He captured people to sell as slaves to the Spanish settlers in Central America. They, and their patrons and backers, became wealthy. They used the money to buy land and estates in England.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner. **3-6**

**Level 3: Answers that recognise and explain several factors to do with the benefits of the Elizabethan voyages of discovery in specific detail.**

Answers at this level may begin to evaluate the importance of factor(s).

Eg the voyages were to new places out of curiosity and looking for new opportunities. Lancaster sailed round Africa to the East Indies. Drake went right round the world. Raleigh tried to establish an English colony in North America. The sailors wanted to become wealthy. They wanted to establish colonies such as those in North America. There was a lot of trade that was started. The Muscovy Company traded with Russia and brought in timber and furs. Militarily English sailors improved their fighting skills at sea, which would help in the defeat of the Spanish Armada in 1588. They developed quicker firing cannon.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used. **7-10**

**Level 4: Answers that develop out of Level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors.**

Eg in the short term being able to defeat the Spanish in 1588 was important. The voyages of Elizabethan times had not only improved English sailing, navigating and fighting skills, but it had given them the opportunity to observe and learn about the Spanish and how they operated their ships. However, in the longer term the development of English power in the world and her wealth was boosted by trade abroad in the Baltic, Mediterranean and in the Far East. The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

**11-12**