



**General Certificate of Secondary Education**

**GCSE History**

*Specification A*

**Unit 2 Option C Elizabethan England**

**Specimen Mark Scheme**

*Version for 2013 onwards (including Spelling, Punctuation and Grammar)*

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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Set and published by the Assessment and Qualifications Alliance.

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## GENERAL CERTIFICATE OF SECONDARY EDUCATION

### HISTORY SPECIFICATION A

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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 candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All candidates 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 candidates’ attainment by **outcome** and to reward **positively** what the candidates 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.

**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 candidates 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 candidates and in more sophisticated ways by candidates 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 candidates entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the candidate'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

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 candidate 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 candidates 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 candidates to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the candidate’s level of critical thinking determines this**. Remember that the **number** of points made by a candidate 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 candidate'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 candidates 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 candidate 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.

- **The Final Mark Scheme**

The final mark scheme will be decided at the standardising meeting after full discussion of both the mark scheme and the scripts selected by the Principal Examiner for marking at the standardising meeting. At all stages, care will be taken to ensure that all candidates are treated fairly and rewarded for their positive achievements on the paper.

- **Post Standardising Meeting**

After the examiners' standardising meeting, examiners may encounter answers which do not fit the agreed mark scheme but which are worthy of credit. These should be discussed with the Team Leader over the telephone. Such answers should be assessed 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 mark scheme, it must be awarded a corresponding mark, with a brief note provided on the script to explain why.

**E: ASSESSMENT OF SPELLING, PUNCTUATION AND GRAMMAR**

Spelling, punctuation and grammar will be assessed via questions 2(c) and 3(c). Four marks will be allocated for Spelling, Punctuation and Grammar in this question. The performance descriptions are provided below.

**High performance**

**(4 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.

**Intermediate performance**

**(2-3 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.

**Threshold performance**

**(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.

***The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.***



**Paper 2: Elizabethan England**

**Section A Ships and seamen**

**Question 1**

- (a)** What do **Sources A** and **B** suggest about Sir Francis Drake? **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 B says his men are all experienced at war.
- Level 2: Answers that draw a simple inference from the sources** **2-3**  
eg he seems proud and richly dressed in the picture.
- Level 3: Answers that develop a complex inference from the sources** **4**  
eg the image is of a successful sea captain who leads a top class crew who work as a team (Source B). He clearly is proud of the achievement of his ship and crew in the round the world voyage that is signified by the hand on the globe. He was the first Englishman to complete this journey in 1581 (Source A).

- (b)** What different impression of Drake is suggested by **Sources C** and **D**?  
Explain your answer using Sources **A, B, C** and **D**. **6**
- 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 Sources C and/or D** **1-2**  
eg Source D says he was a pirate.
- Level 2: Answers that provide a simple comparison based on the details of the sources** **3-4**  
eg the impression in Source B is that he is good to the crew giving them wages and in C he chops off a friend's head.  
**OR**  
**Answers that use the sources but provide an inference**  
eg the impression in Source C is a dynamic, adventurous one with lots of action but in Source A he is just standing there.
- Level 3: Answers that develop an understanding or draw an inference about a view based on the details of the sources** **5-6**  
eg in Source B the impression is one of a team of sailors working together with great achievements and Drake should be admired and praised. The Queen did knight him! However in Source D Drake was a pirate and not a good leader; he is selfish. In Source D all he wants to do is get money for himself but in Source B he shares it with his crew. In Source D he does not understand loyalty and fights a mutineer (Source C) but in Source B works well with the crew and is kind to them. Source C shows him as a fighter but Source B as a good leader.

- (c) Why do you think **Sources A** and **B** give a different impression to **Sources C** and **D**? Explain your answer using **Sources A, B, C** and **D** and **your knowledge**. **8**
- Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AO1/2/3)**
- Candidates either submit no evidence or fail to address the question **0**
- Level 1: Answers that select details from sources  
OR Answers that say how the sources are different**  
eg they are different because Source A is a painting and Source C is a poster.  
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 based on simple reasoning based on differences in author, audience, time or place**  
eg they are different because Source A was done at the time. It is a painting that Drake would have seen. Source C was done for a film and the biography (Source D) was written recently, so it is a modern version.  
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. **3-4**
- Level 3: Answers based on developed reasoning based on differences in author, audience, time or place**  
Answers will probably be based on how the authors acquired information or their intentions in writing eg Source A is meant to record Drake's achievements and it would be unlikely that the Spanish prisoner (in Source B) would denounce his captor if he wanted to live. Being Spanish though, we can believe it more because the Spanish were the enemies of England. However Source C is meant to get people to see the film and the film will dramatise Drake's life because it will make more money. Source C shows him as an all-action hero because that will excite movie goers. In Source A Drake is shown in the way he would want to be seen. It is part of his reputation at the time.  
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. **5-6**
- Level 4: Answers that develop out of level 3 and provide some explanation of the links between reasons for the source differences**  
eg the intentions of the authors in the sources are very important and different. Kelsey's biography will try to be different because otherwise the book will not sell, so Source D describes Drake as a pirate which is controversial and will bring publicity. The film says the mutineer was defeated in a duel which is more exciting to watch than a trial and beheading. Source C takes parts of Drake's career and reputation and exaggerates for profit and sensationalism. Drake had a big role in the Armada but Kelsey says the Queen would not give him a major command. The film has him in 'the world's greatest sea battle'.  
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. **7-8**

- (d) How useful is **Source E** for understanding why men made voyages of discovery in the sixteenth century? 8  
 Explain your answer using **Source E** and **your knowledge**.
- Target: An evaluation of utility. (AO1/2/3)**
- 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 voyages of discovery in the sixteenth century** 1-2  
 Answers may select details from the sources to support the answer eg Source E is useful because it shows them mining and collecting silver. 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 motives for the voyages of discovery in the sixteenth century** 3-4  
 eg Source E is not useful because they had never been on a voyage of discovery. They did not know what the natives looked like, and even if they had they would not have been welcome to observe the Spanish mining. However it is useful to show the appeal of stories about the voyages and the exotic things they found. People wanted to hear about them in four languages. This shows the scene late in Elizabeth's reign and people would have stories to go with this and evidence of things they had brought back. It would appeal to all classes as a picture so they might want to go.
- OR** 3-4  
**Answers that explain that Source E is useful or not through an understanding of its content in relation to the motives for the voyages of discovery in the sixteenth century**  
 eg Source E is useful because it shows that the lands they discovered were full of riches and the potential wealth attracted many other men as well as Drake. They knew about the strange new people and animals and were curious. They were also at war with the Spanish and this was a way of continuing with that war. 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 motives for the voyages of discovery in the sixteenth century** 5-6  
 eg Source E is useful because it shows that the riches of the new lands attracted the Elizabethans. They needed money to fit out ships. They may have drawn this picture to attract investors to new projects. Perhaps the explorers wanted fame because the books seemed popular if they were translated into so many languages. The Spanish mining the silver could be robbed and this would reward and attract new backers and sailors. 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, or relationship, of provenance and content or consider the source in the context of other relevant sources**

eg the idea of converting pagans to the Protestant faith might be in contrast to the Spanish Catholics in the picture who are exploiting the natives as slave miners but the Protestants want to increase the wealth of the natives and themselves as well. This could be a motive. The Protestants might want to seem morally superior but they dealt in slaves as Hawkins 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 the Spanish Armada defeated?	<b>10</b>
	<b>Target: An understanding and evaluation of causation (AO1/2)</b>	
	Candidates either submit no evidence or fail to address the question	<b>0</b>
	<b>Level 1: Answers that provide general statements, describe single factors or factual details of the defeat of Spanish Armada</b> eg the Spanish ships had to sail round the top of the British Isles to get home. Many were shipwrecked. 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: Answers that comment briefly on several factors, to do with reasons for the defeat of the Spanish Armada</b> eg the Spanish commander had little experience of sailing. After sailing it was difficult for the Armada to get fresh supplies. Some of the huge Spanish galleons were difficult to handle in heavy seas. The English ships did use different tactics. They tried to sink the enemy from a distance. Drake had upset Spanish preparations. <b>OR</b> <b>Answers that identify and explain one factor, in depth to do with reasons for the defeat of the Spanish Armada</b> eg the English had light and fast battle ships. The English sailors were experienced in fighting and sailing. The Spanish had more battleships but they included 22 huge galleons which were unsuitable for close manoeuvring. The Spanish stuck together and the English followed them up the Channel. The fire ships were a brilliant weapon. 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>3-5</b>
	<b>Level 3: Answers that recognise and explain several factors to do with reasons for the defeat of the Spanish Armada in specific detail</b> eg the Spanish commander had little experience of sailing. After sailing it was difficult for the Armada to get fresh supplies. Some of the huge Spanish galleons were difficult to handle in heavy seas. The English ships did use different tactics, they tried to sink the enemy from a distance. The Spanish tried to grapple and board ships. The English had 54 battle ships. They were light and fast. The 14,000 English sailors were experienced in fighting and sailing. The Spanish had 64 battleships but they included 22 huge galleons which were unsuitable for close manoeuvring. The Spanish stuck together and the English harried the Spanish crescent up the English Channel. The fire ships were a brilliant weapon that destroyed the Spanish formation. The English could re-supply their ship with cannonballs. The Spanish cannon could fire shorter distances. 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 the weakness of Spanish leadership contrasts with the experience and talent of the English captains and this is shown in their use of the fire ship to destroy the fleet. However had Parma been more ready to set out they might have invaded. The English commanders simply used their equipment better than the Spanish used their less suited technology.

**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.

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

- (a)** Why was Philip II important? **4**
- Target: Understanding of the key features of the period (AO1/2)**
- 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 Philip II** **1-2**  
eg Philip II was the king of Spain.
- Level 2: Explanation shows understanding in a broader context of the period**  
**Answers will show knowledge of some distinctive features of Philip II** **3-4**  
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 early on in her reign then Mary, Queen of Scots would take over and she was friendly to the French.



<b>(b)</b>	Using <b>Source F and your knowledge</b> , explain why Queen Elizabeth’s settlement of religion was a compromise.	<b>8</b>
	<b>Target: Understanding of the key features of the period (AO1/2/3)</b>	
	Candidates either submit no evidence or fail to address the question	<b>0</b>
	<b>Level 1: Discusses the source only</b> <b>OR</b> <b>Describes the religious settlement</b> eg Elizabeth passed the Acts of Supremacy and Uniformity in 1559. 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: Considers a singular cause (probably based upon the quotation offered) and/or mentions other aspects related to Elizabeth’s compromise in religion</b> eg the Queen realised those who disagreed on religion might also disagree on other matters. Religion was sufficiently important for men to rebel against the Queen. That is why she compromised on religion. 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>3-5</b>
	<b>Level 3: Explains more than one cause related to Elizabeth’s compromise in religion. At this level responses will explain more than one or two aspects apart from those suggested in the quotation</b> eg the Queen was concerned not to upset people and to buy time for her reign to establish itself. She was personally tolerant of beliefs so long as people were loyal. She said she did not want to make ‘windows into men’s souls’. A hard line on religion would make it a cause that could be exploited by her enemies in England and abroad. It was a reason for rebellion. Elizabeth was concerned about religion because her sister Mary had been a Catholic and Elizabeth was a Protestant. She knew that the rest of Europe was watching her settlement of religion. 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>

- (c) How important were the plots and events of 1568-1570, amongst other factors, in changing Queen Elizabeth's policy towards English Catholics? 12
- Target: An understanding and evaluation of causation (AO1/2)**
- 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 Elizabeth's reign** 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 factors, to do with Elizabeth's religious policy. Answers at this level are likely to assume the importance of factor(s)**
- eg The Northern Rebellion was in 1569. Elizabeth's army crushed the rebels and 800 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. However when war broke out in 1585 with Spain, Catholic priests had to leave the country within 40 days and after that they would be executed.
- OR**
- Answers that identify and explain one factor, in depth, to do with Elizabeth's religious policy which may be the events of the period 1568–1570. Answers at this level are likely to assume the importance of the factor** 3-6
- eg The Queen took a more severe line with Catholics because her advisers and the MPs demanded it. This had been building from the moment she came to the throne. However Elizabeth did feel more secure on the throne after ten years. The MPs asked Elizabeth to marry in 1559, 1563 and in 1566 Peter Wentworth said that MPs had the right to discuss her marriage. After the Ridolfi plot, 1571, Parliament discussed the Queen's safety. 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 several factors to do with Elizabeth's religious policy in specific detail. Answers at this level may begin to evaluate the importance of factor(s)** 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's execution. The biggest influence on Elizabeth's policy was the influx of Jesuit and Seminary priests coming to Britain from 1570 onwards. The Throckmorton Plot in 1583 and the outbreak of war with Spain in 1585 influenced attitudes and policy towards Catholics. 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 individual factors or come to a summary assessment about the factors involved or provide details of the links between factors**  
 eg the murder of William of Orange was another indication that Elizabeth was vulnerable and a lone Protestant leader in Europe. This increased the Puritan and Protestant calls from Parliament for a harsher policy against Catholics, and Mary, Queen of Scots and their anxiety over the succession.  
 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**

**SPaG Spelling, Punctuation and Grammar (4 marks)**

**Threshold performance**

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.

**1**

**Intermediate performance**

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.

**2-3**

**High performance**

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.

**4**

OR

**Section B      Poverty**

**Question 3**

- (a) Why were vagabonds important? **4**
- Target: Understanding of the key features of the period (AO1/2)**
- 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 vagabonds. **1-2**  
 eg The vagabonds were wandering beggars. They were fit and strong but avoided work.
- Level 2: Explanation shows understanding in a broader context of the period**
- Answers will show knowledge of some distinctive aspects of the role of vagabonds. **3-4**  
 eg the vagabonds were wandering beggars. They were fit and strong but avoided work. They were feared by ordinary people because they robbed and stole. They had their own language called canting. There were clapperdudgeons and counterfeit cranks. Many thought they were a serious threat to law and order.

<b>(b)</b>	Using <b>Source G and your knowledge</b> , explain why Queen Elizabeth’s government was worried about poverty.	<b>8</b>
	<b>Target: Understanding of the key features of the period (AO1/2/3)</b>	
	Candidates either submit no evidence or fail to address the question	<b>0</b>
	<b>Level 1: Discusses the source only</b> <b>OR</b> <b>Describes the poverty</b> eg some people were poor because they were ill; others were poor by misfortune such as the wounded soldier, but there were others – ‘sturdy beggars’ that worried people. 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: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the Elizabethan concern about poverty</b> eg the Puritans thought that hard work was good. Idleness was a sin that displeased God. It was the devil who made people idle. Many of Elizabeth’s advisers were Puritans. 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>3-5</b>
	<b>Level 3: Explains more than one aspect related to the Elizabethan concern about poverty</b> At this level responses will explain more than one or two aspects apart from those suggested in the quotation eg Elizabethan government did not have a standing army so they were always worried about rebellions. The rising numbers of poor people made the threat of rebellion even greater. As the numbers of poor people rose private charity could not deal with them. Henry VIII had closed down the monasteries that used to help care for the poor. The JPs thought that the poor were a threat to the law and order of the area. 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>

<b>(c)</b>	How important was the rise in prices, amongst other factors, in causing the increase in poverty in the sixteenth century?	<b>12</b>
	<b>Target: An understanding and evaluation of causation (AO1/2)</b>	
	Candidates either submit no evidence or fail to address the question	<b>0</b>
	<b>Level 1: Answers that provide general statements, describe single factors or factual details of poverty in Elizabethan times</b> eg because there were so many poor people they built hospitals for the sick. Other places were bridewells which were houses of correction for the poor. 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: Answers that comment briefly on several factors, to do with increased poverty</b> Answers at this level are likely to assume the importance of factor(s) eg the fighting of wars left soldiers and sailors without jobs when they finished. Enclosures pushed people off the land. Bad harvests affected the poor. <b>OR</b> <b>Answers that identify and explain one factor, in depth, to do with increased poverty which may be the rise in prices</b> Answers at this level are likely to assume the importance of the factor eg inflation was very important. It is when prices rise faster than wages. This happened because there was a shortage of food. There were bad harvests in 1562, 1586, and 1596-7. At the same time the population rose increasing the number of poor people. 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>3-6</b>
	<b>Level 3: Answers that recognise and explain several factors to do with increased poverty in specific detail</b> Answers at this level may begin to evaluate the importance of factor(s) eg the collapse of the cloth trade put many people out of work. Bad harvests did not help the food supply problem. There was a lot more silver in Europe from the 'New World'. Henry VIII debased the coinage as well, Elizabeth put the problem right in 1560-1. The dissolution of the monasteries had by 1540 stopped an important source of charity for poor people. The population was increasing as well at this time. Poor harvests in 1562, 1586 and 1596-7 reduced the food available for all 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.	<b>7-10</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 inflation was very important but not the only reason for poverty. Inflation happened because there was less food for a rising population and prices went up. The enclosure of fields and the raising of sheep pushed people off the land so there was unemployment.  
 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**

**SPaG Spelling, Punctuation and Grammar (4 marks)**

**Threshold performance**

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.

**1**

**Intermediate performance**

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.

**2-3**

**High performance**

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.

**4**