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**General Certificate of Secondary Education  
June 2011**

**GCSE History A                      40402C**

**Unit 2**

**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 candidates' 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 candidates' 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 candidates' 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)**

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

- **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.

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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 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, e.g. 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, e.g. 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.

**Paper 2: Elizabethan England**

**Section A The Queen and her Government**

**Question 1**

- (a) What do **Sources A** and **B** suggest about Queen Elizabeth? **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**  
 e.g. Source A shows Elizabeth was Henry's daughter and a Princess.
- Level 2: Answers that draw a simple inference from the sources** **2-3**  
 e.g. Source B shows men don't like Queens.  
 e.g. Elizabeth is on the edge of things and not important
- Level 3: Answers that develop a complex inference from the sources** **4**  
 e.g. the image suggests that Elizabeth is marginal. Knox suggests that her prospects are not good.



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<b>(b)</b>	What different impression of Queen Elizabeth is suggested by <b>Sources C</b> and <b>D</b> ? Explain your answer using Sources <b>A, B, C</b> and <b>D</b> .	<b>6</b>
	<b>Target: Comprehension and inference from historical sources (AO3)</b>	
	Candidates either submit no evidence or fail to address the question	<b>0</b>
	<b>Level 1: Answers that select details from Sources C and/or D</b> e.g. Source C shows Elizabeth wearing her finest dress with all her jewels.	<b>1-2</b>
	<b>Level 2: Answers that provide a simple comparison based on the details of the sources</b> e.g. the impression in Source A is of a little girl and in C she is a richly dressed woman.	<b>3-4</b>
	<b>OR</b>	
	<b>Answers that use the sources but provide an inference</b> e.g. the impression in Source B is saying women should not rule but in Source D as a Queen she has the respect of even her enemies.	
	<b>Level 3: Answers that develop an understanding or draw an inference about a view based on the details of the sources</b> e.g. in Sources A and B the prospects for Elizabeth's reign seem poor. She is not expected to perform well and seems well down the pecking order in terms of the succession. No one has high expectations of the youngest female child of Henry VIII. However in Source C and D she has shown what a superb monarch she is. She has defeated the Spanish Armada and won the respect of her adversaries.	<b>5-6</b>

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<b>(c)</b>	Why do you think <b>Sources A</b> and <b>B</b> give a different impression 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> .	<b>8</b>
	<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>	
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>
	<b>Level 1: Answers that select details from sources</b>	<b>1-2</b>
	<b>OR</b>	
	<b>Answers that say how the sources are different</b> e.g. they are different because Source A is of all the Tudors and Source C is just about Elizabeth. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
	<b>Level 2: Answers based on simple reasoning based on differences in author, audience, time or place</b> e.g. they are different because Source A is a painting for Henry VIII and Source C is done for Elizabeth, herself. 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>3-4</b>
	<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. e.g. Elizabeth has proved herself by defeating the Spanish Armada in C but when she started it did not look good. Elizabeth proved in her church settlement of 1559 that she was aware of the feelings of men like Knox. The Scot who was an extreme Protestant. 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>5-6</b>
	<b>Level 4: Answers that develop out of level 3 and provide some explanation of the links between reasons for the source differences</b> e.g. The history of Mary Tudor's reign did not fill men with enthusiasm for another female monarch. Knox shows that it is considered not the best option. They are different because by the time of sources C and D the Queen has proved herself against the Spanish Armada and the many Catholic plots to unseat her from the throne... 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>7-8</b>

<b>(d)</b>	How useful is <b>Source E</b> for understanding how Queen Elizabeth governed? Explain your answer using <b>Source E</b> and <b>your knowledge</b> .	<b>8</b>
	<b>Target: An evaluation of utility. (AOs 1, 2 &amp; 3)</b>	
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>
	<b>Level 1: Answers that assert a source or sources is/are useful or not because it/they tell(s) us something about the Queen Elizabeth's government.</b>	<b>1-2</b>
	Answers may select details from the sources to support the answer e.g. Source E is useful because it shows where they all sit with the Queen at the top The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
	<b>Level 2: Answers that explain that one source is useful or not because of its provenance in relation to how Queen Elizabeth governed</b>	<b>3-4</b>
	e.g. Source E is not useful because it comes from the seventeenth century and is remembering how it was.  <b>OR</b> <b>Answers that explain that Source E is useful or not through an understanding of its content in relation to how Queen Elizabeth governed</b> e.g. Source E is useful because it represents the idea that Elizabeth dominated her Parliament. She is assisted by the Secretaries of State with Cecil on her right. He was the chief minister. Every one knew their place with the judges, bishops and Lords in attendance. 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: Answers that appreciate and explain the value of the source because of its provenance and an understanding of its content in relation to how Queen Elizabeth governed</b>	<b>5-6</b>
	e.g. Source E shows that in the seventeenth century they looked back fondly to a time when the supreme authority was the monarch in Parliament. They think fondly of Elizabeth then saying she is of 'glorious memory'. However it was less so in Elizabeth's time. It is not as helpful as Elizabeth often fell out with her Parliaments and the Puritans there criticised her, so this is not so helpful because they all seem to be getting on so well all in their place. It includes the Speaker in the centre at the bottom. 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>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</b>	<b>7-8</b>
	e.g. This does fit in with the Elizabethan idea of a 'great chain of being' with monarchs at the top and less important people below them in the structure.	

This is idealised about a time when there was harmony in the realm but we know that there was a lot of disquiet towards the end of Elizabeth's reign... 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 Queen Elizabeth not overthrown?	<b>10</b>
<b>Target: An understanding and evaluation of causation (AOs 1 &amp; 2)</b>		
<b>Candidates either submit no evidence or fail to address the question 0</b>		
<b>Level 1:</b>	<b>Answers that provide general statements, describe single factors or factual details of the <u>Elizabeth's reign or attempts to overthrow her.</u></b> e.g. Elizabeth's navy defeated the Spanish Armada in 1588. The Spanish could not land their army. The fire ships upset the fleet. 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>	<b>Answers that comment briefly on several factors, to do with reasons for <u>Elizabeth not being overthrown</u></b> e.g. The majority of Elizabeth's subjects remained loyal. Elizabeth kept the whole of Europe guessing as to what sort of religion she would adopt. This bought her time. She had a very efficient secret service under Walsingham to catch Plotters.  <b>Answers that identify and explain one factor, in depth to do with reasons for <u>Elizabeth not being overthrown</u></b> e.g. The failure of the Spanish Armada must be the biggest threat to Queen Elizabeth. It failed because the English were better equipped and better led. The Spanish were inferior in both these respects. It meant that England remained Protestant. Elizabeth could continue to help the Dutch who became independent of Spain in 1609. It could not stop the Spanish danger completely, the war dragged on until 1604. However she was not overthrown because she defeated the Spanish. 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:</b>	<b>Answers that recognise and explain several factors to do with reasons for <u>Elizabeth not being overthrown</u> in specific detail</b> e.g. There were many factors that allowed Elizabeth to overcome threats against her. She kept Mary, Queen of Scots locked up. Despite this she posed a constant threat. Walsingham kept her under surveillance. Her death was a necessary decision but Elizabeth's skill in postponing it bought her time. Elizabeth made careful alliances and used her resources well. The sailors of England defeated the Spanish Armada with both skill and luck. The political skills of Elizabeth were demonstrated in her handling of Parliament... 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>Level 4:</b>	<b>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</b> E.g. Elizabeth enjoyed a lot of luck in staying on the throne. The forces ranged against her never displayed any united action at the point she was most vulnerable. Her defeat of the Spanish Armada depended on luck and	<b>9-10</b>

the mistakes of others...

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 The Theatre and Elizabethan England****Question 2**

- (a)** Why was William Shakespeare important? **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 William Shakespeare**  
e.g. William Shakespeare wrote plays for the theatre.
- Level 2: Explanation shows understanding in a broader context of the period. 3-4**  
**Answers will show knowledge of some distinctive features of William Shakespeare**  
e.g. Shakespeare's plays characterised the excitement and novelty of Elizabethan cultural life. Some people think his plays are the greatest ever written.

<b>(b)</b>	Using <b>Source F and your knowledge</b> , explain why the theatre was popular in Elizabethan England.	<b>8</b>
	<b>Target: Understanding of the key features of the period (AOs 1, 2 &amp; 3)</b>	
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>
	<b>Level 1: Describes the source only</b>	<b>1-2</b>
	<b>OR</b>	
	<b>Describes the theatre</b> e.g. William Shakespeare wrote plays. He wrote tragedies like Hamlet and Macbeth and he wrote comedies.	
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
	<b>Level 2: Considers a singular cause (probably based upon the picture offered) and/or mentions other aspects related to the popularity of the theatre</b>	<b>3-5</b>
	e.g. The plays were amusing and informative and very enjoyable. Everyone had a good time watching them. 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: Explains more than one cause related to the popularity of the theatre. At this level responses will explain more than one or two aspects apart from those suggested in the picture.</b>	<b>6-8</b>
	e.g. Apart from being an entertainment and a pleasure to see. Many people thought that they were informative and summed up the spirit of the age. They were about issues that were important at the time. It was also known that Elizabeth liked plays, as Source F shows, and people felt that if they were good enough for her then they would watch them. The social aspect of the theatre appealed. It was an occasion to meet friends to see and be seen. 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>(c)</b>	How important was the contribution of the theatre to the life and culture of Elizabethan England?	<b>12</b>
	<b>Target: An understanding and evaluation of causation (AOs 1 &amp; 2)</b>	
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>
	<b>Level 1: Answers that provide general statements, describe single factors or factual details of the theatre or the achievements of Elizabeth's reign</b> e.g. There were great plays like Romeo and Juliet written by Shakespeare in 1594-5. It is set in Verona, Italy. Romeo falls in love with Juliet but their families have been enemies for years. They both die. It is very sad. 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 the contribution of the theatre to the achievements of Elizabeth's reign. Answers at this level are likely to assume the importance of factor(s)</b>  e.g. The theatre was only one area of English cultural achievements. It was important. Along with Shakespeare there was Christopher Marlowe. Edmund Spenser wrote a very good poem 'The Faerie Queen' to celebrate Elisabeth's reign. There were other great achievements that were part of the English Renaissance. John Dee drew more accurate maps and John Napier did his work on logarithms. Francis Bacon did his work and William Harvey was educated in Elizabeth's reign. The greatest English architect was Robert Smythson who designed Hardwick Hall.	<b>3-6</b>
	<b>OR</b>  <b>Answers that identify and explain one factor, in depth, to do with contribution of the theatre to the achievements of Elizabeth's reign. Answers at this level are likely to assume the importance of the factor</b> e.g. The Theatre was very important to the culture of Elizabethan England. Some of the very best plays came from that period. Shakespeare wrote at least 37 plays. People were aware that they were living in a 'golden age' of English drama. 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: Answers that recognise and explain several factors to do with contribution of the theatre to the achievements of Elizabeth's reign in specific detail. Answers at this level may begin to evaluate the importance of factor(s)</b> e.g. The theatre came a long way in Elizabethan times. There were no theatres at the start of Elizabeth's reign in 1558. Actors were looked down on as beggars. However the theatre developed in Elizabethan times because there were some great plays with excellent characters and plots. The plays fitted in with what was important at the time. Here was an interest in Renaissance topics like Rome and Greece in ancient times. The plays were about travel and new lands, English pride and history, love and violence and magic. The support of powerful people in society such as the Queen and her	<b>7-10</b>

nobles helped the development of the theatre. It was an important social event. The new theatres were built outside the city of London's traditional authority. The Privy Council had to give the Lord Mayor more power to control the great crowds which came to the plays. Many Privy Councillors approved of the plays...

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 11-12**

e.g. ... it was a golden age because people enjoyed the benefits of the Renaissance and the new ideas set free Science and the Arts to explore the world in new ways...

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 Puritanism and the Government**

**Question 3**

- (a) Why were Robert Dudley and Francis Walsingham important? **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 Dudley and Walsingham.  
e.g. Dudley and Walsingham were Privy Councillors. They were Puritans.
- Level 2: Explanation shows understanding in a broader context of the period. 3-4**  
Answers will show knowledge of some distinctive aspects of the roles of Dudley and Walsingham  
e.g. Dudley was romantically linked with Elizabeth, they were childhood friends. Elizabeth sent him to the Netherlands in 1585 with an army. Walsingham was a more extreme Puritan than Dudley, he ran Elizabeth's secret service and was responsible for gathering evidence against Mary, Queen of Scots. He had been abroad during Mary Tudor's reign.

<b>(b)</b>	Using <b>Source G</b> and your knowledge, explain how Queen Elizabeth tried to control the Puritans.	<b>8</b>
	<b>Target: Understanding of the key features of the period (AOs 1, 2 &amp; 3)</b>	
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>
	<b>Level 1: Describes the source only</b>	<b>1-2</b>
	<b>OR</b>	
	<b>Describes the Puritans</b> e.g. Some Puritans did not like the theatre. They disapproved of dancing. They wanted to control people's morality. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
	<b>Level 2: Considers a singular aspect (probably based upon the picture offered) and/or mentions other aspects related to Elizabeth's methods to control the Puritans</b>	<b>3-5</b>
	e.g. The Queen tried to get her Archbishops of Canterbury to control the Church. Parker made all priests wear vestments. In London 30 priests refused and were expelled from the Church. She suspended Archbishop Grindal when he refused to ban 'prophesyings'. 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: Explains more than one aspect related to Elizabeth's methods to control the Puritans.</b>	<b>6-8</b>
	At this level responses will explain more than one or two aspects apart from those suggested in the picture e.g. The Queen used her archbishops to lay down the law; they expelled priests who were too Puritan. Elizabeth used fear of punishment to force the Puritans to behave such as when she cut off Stubbs' hand. She could lock up Puritans as she did with Cope, a Puritan MP. 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.	

(c)	How serious was the Puritan challenge to Queen Elizabeth's government?	12
<b>Target: An understanding and evaluation of causation (AOs 1 &amp; 2)</b>		
<b>Candidates either submit no evidence or fail to address the question</b>		
		<b>0</b>
<b>Level 1:</b>	<b>Answers that provide general statements, describe single factors or factual details of the Puritans in Elizabethan times</b> e.g. Elizabeth tried to deter the Puritans from openly criticising her. She was angry with them. She had the right hand of a Puritan critic cut off. 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>	<b>Answers that comment briefly on several factors, to do with the Puritan challenge.</b> Answers at this level are likely to assume the importance of factor(s) e.g. Elizabeth controlled the Puritans efforts in Parliament to get more free speech. Whitgift controlled them in the church. Perhaps the Puritans in Elizabeth's Privy Council had the most potential to damage her but they were mainly moderate and committed to her rule.	<b>3-6</b>
<b>OR</b>		
	<b>Answers that identify and explain one factor, in depth, to do with the Puritan challenge.</b> Answers at this level are likely to assume the importance of the factor e.g. The Puritans challenge to her religious settlement was effectively dealt with and did not have too much influence on Elizabeth's church. Archbishop Whitgift was appointed to maintain her authority and he enforced the Book of Common Prayer. 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>	<b>Answers that recognise and explain several factors to do with the Puritan challenge in specific detail.</b> Answers at this level may begin to evaluate the importance of factor(s) e.g. Elizabeth was reasonably successful in controlling the Puritans. She was successful because she appointed Whitgift to be Archbishop of Canterbury in 1583. Against much opposition but always with Elizabeth's support he attacked clergy who did not conform. He enforced the Book of Common Prayer. In the Parliament of 1584 Elizabeth herself stated that she did not want any Puritan innovations and supported her Archbishop. She fought off attempts in 1586 to abolish the Book of Common Prayer. The Puritan threat was not as serious as the Catholic one. 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. 11-12**

e.g. Compared to the attempts to remove her from the throne which the Roman Catholics wanted the Puritans were less of a threat. They wanted to influence her policy. However Elizabeth had her way in Parliament and in religion. Her successor was not so fortunate and the Puritans gave an outward show of conformity to the end of her reign.

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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