



# **General Certificate of Secondary Education**

## **History 3041/6**

### *Specification A*

#### **Paper 2    Option C Elizabethan England**

## **Mark Scheme**

*2007 examination - June series*

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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## 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.

- **The Assessment Objectives**

The revised specifications have addressed 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. For this reason, assessment objective 6.1 (recall, select and deploy knowledge) underpins candidate attainment in the other two objectives, 6.2 and 6.3.

The schemes of marking for the revised specifications reflect these underlying principles.

- **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 **mid-range within the level**, where that level covers more than two marks. If the range covers an even number of marks, start at the higher mark, e.g. start at 3 in a 4-mark range, or at 2 in a 2-mark range. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making decisions away from the middle of 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.

Move up or down from this mid-range mark by considering 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 **written communication skills** (see Section D).

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.

It is very important that Assistant Examiners **do not** start at the lowest mark within the level and look for reasons to increase the level of reward from that lowest point.

This will depress marks for the question paper as a whole and will cause problems of comparability with other question papers within the same specification or with those of other specifications.

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: QUALITY OF WRITTEN COMMUNICATION SKILLS**

There is no longer a separate mark to be awarded to the candidate for accurate spelling, punctuation and grammar. Instead, as outlined in Section C above, the candidate's quality of written communication skills will be one of the factors influencing the actual mark within a level of response the examiner will award an answer – particularly a more extended one. In reading an extended response the examiner should therefore consider if it is cogently and coherently written, i.e. is the answer:

- **presenting relevant information in a form that suits the purpose**
- **legible, with accurate spelling, punctuation and grammar**
- **in an appropriate style with a suitable structure?**

**E: 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.

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- **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.

**F: THE PRE-STANDARDISING AND STANDARDISING MEETING**

- **The review of the mark scheme between the examination and standardising meeting**

After the examination but before the main Standardising Meeting, the Principal Examiner and the Team Leaders will have met to discuss the mark scheme in the light of candidates’ actual responses and re-draft where necessary. The re-draft of the mark scheme will be made available to Assistant Examiners at the Standardising Meeting. Through this *post-hoc review procedure* the marks will have been allocated in the expectation that candidates will achieve all the levels identified and no others. Adjustments will have been made to cater for candidates reaching higher levels than those provided for, to remove marks allocated to levels which candidates have not reached, or to enhance discrimination in cases where large numbers of candidates are bunched at the same level.

- **Prior Marking**

It is important that all examiners scrutinise at least 25 scripts before the main standardising meeting and note such things as: alternative interpretations of questions made by candidates; answers which do not fit into the mark scheme; levels which are not reached by the candidates; additional levels which have not been included in the mark scheme, etc. To familiarise themselves with a variety of responses, examiners should sample the range of questions, scripts from several centres and across the full range of ability in so far as practicable. Any preliminary marking **must** be completed in pencil and reviewed following the standardising meeting in the light of the revised mark scheme and advice given.

- **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.



**Question 1**

- (a) Read **Source A**. **4**  
 What does **Source A** suggest about Queen Elizabeth and England.
- Target: Comprehension and inference from an historical source (A0 6.2)**
- Level 1: Answers that select details from the source** **1**  
 e.g. everyone was poor in Elizabethan England.
- Level 2: Answers that draw a simple inference from the source** **2-3**  
 e.g. there are lots of problems in Elizabethan England.
- Level 3: Answers that develop a complex inference from the source** **4**  
 e.g. many people did not face the prospect of another daughter of Henry VIII as monarch with optimism.
- (b) Read **Sources A and B**. **6**  
 What different view of Queen Elizabeth and England is suggested by **Source B**?  
 Refer to both sources in your answer.
- Target: Comprehension and inference from two historical sources (AO 6.2)**
- Level 1: Answers that select details from Source B** **1-2**  
 e.g. Source B says that she is a great woman.
- Level 2: Answers that provide a simple comparison based on the detail of both source** **3-4**  
 e.g. the impression in Source A is that the French threaten England but B says the French fear England.
- OR**
- Answers that may use both sources but provide an inference from one**  
 e.g. the view in Source A is a depressing one of England and Elizabeth but in B it is great.
- Level 3: Answers that develop an understanding or draw an inference about a view based on the details of both sources** **5-6**  
 e.g. in Source B Elizabeth is admired and praised for her achievements but in Source A she has a very poor inheritance and weak prospects in a depleted England.

- (c) Why do you think **Sources A** and **B** give different views? **7**  
 Explain your answer using **Sources A** and **B** and your own knowledge.
- Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AO 6.1 & 6.2)**
- Level 1: Answers that select details from the sources** **1-2**
- OR**
- Answers that say how the sources are different**  
 e.g. they are different because they say different things about Elizabeth. In B it is good in A it is bad.
- Level 2: Answers based on simple reasoning based on differences in author, audience, time or place** **3-5**  
 e.g. Source A was written in 1558 when Elizabeth came to the throne. In Source B the Pope is speaking a lot later in 1589.
- Level 3: Answers based on developed reasoning based on differences in author, audience, time or place** **6-7**  
 e.g. Source A was written when people did not know how Elizabeth would approach problems. In 1589 when Source B was written she had beaten the Armada and Pope Pius V is acknowledging this. In A Waad probably would prefer the young Edward VI to have lived and carried on his reign.

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- (d) Study **Source C** **8**  
How useful is **Source C** for assessing the achievements of Queen Elizabeth's reign
- Target: An evaluation of utility (AO 6.1 & 6.2)**
- Level 1: Answers that assert a source or sources is/are useful or not because it/they tell(s) us something about Queen Elizabeth.** **1-2**  
Answers may select details from the sources to support the answer  
e.g. Source C is useful because it shows that Elizabeth was very powerful and impressive as a Queen.
- Level 2: Answers that explain that the source is useful or not because of its provenance in relation to the achievements of Queen Elizabeth's reign** **3-5**  
e.g. Source C is useful because such a picture was meant as propaganda and is meant to show a triumphant, confident Queen.
- OR**
- Answers that explain that Source C is useful or not through an understanding of its content related to the achievements of Queen Elizabeth's reign**  
e.g. Source C is useful because it shows the Queen after the Armada. This was a major victory for Elizabeth and established her reputation.
- Level 3: Answers that appreciate and explain the value of the source because of its provenance and understanding of its content in relation to motives for the achievements of Queen Elizabeth's reign** **6-8**  
e.g. Source C shows that the Queen announcing her victory over the Spanish. Her hand on the globe shows her dominance but there were many achievements of the period and this is only one of them. It doesn't refer to the Poor Law or prevention of civil war or securing the succession.
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- (e) Read **Source D**. **8**  
**Source D** is an interpretation of the threats to Queen Elizabeth's rule.  
Do you agree or disagree with this interpretation?  
Explain your answer using **Source D and your own knowledge**.
- Target: An evaluation of an interpretation for accuracy (AO 6.1 & 6.3)**
- Level 1: Answers that describe the source and details of it or its provenance** **1-2**  
e.g. the Ridolfi plot was organised by Ridolfi an Italian banker and aimed to put Mary, Queen of Scots on the throne and marry her to the Duke of Norfolk.
- Level 2: Answers that either agree or disagree with Source D. Candidates will test the source using their own knowledge or other sources of historical information.** **3-5**  
Answers stating agreement and disagreement with Source D but with only simple development of one side will be marked at this level  
e.g. I agree because it was in 1571 when she had only just come to the throne and could easily be pushed off it. It was the year after she was excommunicated so English Catholics might want to join in. Elizabeth was not well established.
- Level 3: Answers that both agree and disagree with Source D in some respects. Candidates will test the source using their own knowledge or other sources of historical information** **6-8**  
e.g. I do agree that the Ridolfi plot coming so soon after the Northern rebellion (1569) and Bull of Excommunication (1570) was a major threat to Elizabeth's power. She was not firmly in control. The Pope had lost patience with her. However the Babington plot coming after the outbreak of war with Spain (1585) and the assassination of William of Orange (1584) was a far more important threat.
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- (f) Why was Queen Elizabeth not overthrown? 12  
Explain your answer using the sources and your own knowledge.

**Target: An understanding and evaluation of causation (AO 6.1 & 6.2)**

**Level 1: Answers that provide general statements, describe single factors or factual details of Elizabeth's reign or attempts to overthrow her** 1-2  
e.g. Elizabeth's navy defeated the Spanish Armada in 1588. The Spanish could not land their army. The fire ships upset the fleet.

**Level 2: Answers that comment briefly on several factors, to do with the defeat of attempts to overthrow the Queen** 3-6  
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. Under Walsingham she had a very efficient secret service to catch Plotters.

**OR**

**Answers that identify and explain one factor, in depth to do with the defeat of attempts to overthrow the Queen**

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.

**Level 3: Answers that recognise and explain several factors to do with the defeat of attempts to overthrow the Queen in specific detail or provide details of the links between factors** 7-10

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...

**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.** 11-12

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**Section B**
**Question 2**

- (a) Who was John Hawkins? **6**
- Target: Understanding of the key features of the period (AO 6.1)**
- Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question.** **1-3**  
 Answer will show simple recognition of John Hawkins  
 e.g. John Hawkins was one of Queen Elizabeth's sailors. He went to the West Indies.
- Level 2: Explanation shows understanding in a broader context of the period.** **4-6**  
 Answers will show knowledge of some distinctive features of John Hawkins' career  
 e.g. Hawkins was attacked by the Spanish on his third voyage to the West Indies. He lost four ships and over 200 men in 1567. After this he stayed in England designing ships and building them for the navy. This may have helped when the Armada came. Certainly Drake wanted revenge for the incidents involving his cousin, Hawkins.
- (b) Using **Source E and your own knowledge**, explain why Englishmen went on voyages of discovery. **9**
- Target: Understanding of the key features of the period (AO 1)**
- Level 1: Describes the voyages of discovery** **1-3**  
 e.g. the sailors like Martin Frobisher tried to reach China by sailing round America. He couldn't get past the ice and cold weather.
- Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to motives for the voyagers of discovery** **4-6**  
 e.g. the English sailors hoped to make large amounts of money. They captured gold and silver.
- Level 3: Explains more than one aspect related to motives for the voyages of discovery.** **7-9**  
 At this level responses will explain more than one or two aspects apart from those suggested in the quotation  
 e.g. 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.
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(c) How important was Drake's leadership in his successful circumnavigation of the globe? 15

**Target: An understanding and evaluation of causation (AO 6.1 & 6.2)**

**Level 1: Answers that provide general statements, describe single factors or factual details of Drake or the circumnavigation 1-3**

e.g. Drake planned to make himself rich from the voyage. He hated the Spanish as a Protestant would and wanted revenge for the attack in 1568 at San Juan de Ulua.

**Level 2: Answers that comment briefly on several factors, to do with the circumnavigation. 4-8**

Answers at this level are likely to assume the importance of factor(s)  
e.g. Drake was a superb leader. However he had some luck when the Golden Hind grounded on rocks in January 1580 the wind changed and he floated off. They were lucky to survive with the water they had. Drake dealt severely with mutineers.

**OR**

**Answers that identify and explain one factor, in depth to do with the circumnavigation which may be Drake's leadership.**

Answers at this level are likely to assume the importance of the factor  
e.g. Drake was careful not to tell the crew about his plans. He selected good sailors. He established a good relationship with the crew. He made good decisions.

**Level 3: Answers that recognise and explain several factors to do with the circumnavigation people in specific detail or provide details of the links between factors. 9-12**

Answers at this level may begin to evaluate the importance of factor(s)  
e.g. on the voyage Drake had some bad weather but it could have been worse. He did lose the Marigold and the Elizabeth turned back for England. He was able to re-float his grounded ship without any assistance. He was lucky in this way. The attacks on him by natives injured but did not kill key people. He met many friendly people who helped him. In all this he was lucky. His leadership skills were superb. The crew had good discipline. He was not slow to reinforce it with punishments such as the execution of Doughty. Drake had powerful backers including the Queen. So his ships were well manned and provisioned. From the attacks he made Drake had some very experienced gunners who could disable ships they attacked.

**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. 13-15**

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**Section B**
**Question 3**

- (a) Who was Richard Burbage? **6**
- Target: Understanding of the key features of the period (AO 6.1)**
- Level 1: Response shows recognition and simple understanding of the key feature mentioned in the question. 1-3**  
**Answers will show simple knowledge of Richard Burbage**  
 e.g. Richard Burbage was an actor in Elizabethan times. He was well known and very good.
- Level 2: Responses shows understanding in a broader context of the period. 4-6**  
 Answers will show knowledge of Richard Burbage  
 e.g. Burbage was the best tragic actor of his day. He took leading roles in many of Shakespeare's plays such as Othello, King Lear and Hamlet. He later ran his own theatre company and became the owner of the Globe Theatre.
- (b) Using **Source F and your own knowledge**, explain why Queen Elizabeth's government was worried about Puritans. **9**
- Target: Understanding of the key features of the period (AO 6.1)**
- Level 1: Describes the Puritans 1-3**  
 e.g. the Puritans dressed in simple clothes. They wanted plain churches and simple services.
- Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to government worry about the Puritans 4-6**  
 e.g. the Puritans had a strong voice in Parliament where they criticised Queen Elizabeth's policies. They attacked the bishops' power.
- Level 3: Explains more than one aspect related to government worry about the Puritans. 7-9**  
 At this level responses will explain more than one or two aspects apart from those suggested in the quotation  
 e.g. the Puritans' demands that Elizabeth make the church more Protestant challenged her authority. If she gave into their demands then she risked alienating the Catholics in England. The Puritans had supporters at all levels, even in Elizabeth's court with men such as Walsingham and Leicester. So the Puritans challenged her political authority and her religious settlement.
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- (c) How important was Puritan opposition in the development and achievements of the Elizabethan theatre? **15**

**Target: An understanding and evaluation of causation (AO 6.1 & 6.2)**

**Level 1: Answers that provide general statements, describe single factors or factual details of the Puritans and the Theatre** **1-3**  
e.g. many Puritans did not approve of the theatre.

**Level 2: Answers that comment briefly on several factors, to do with the development of theatre.** **4-8**

Answers at this level are likely to assume the importance of factor(s)  
e.g. the theatre was disapproved of by the Puritans who thought it a distraction from important things like saving your soul by going to church. However many people, including the Queen liked and supported the theatre. It developed because the Queen approved and considered it 'harmless'. Other nobles supported the theatre. Shakespeare was a member of the 'Lord Chamberlain's men.' He was the greatest playwright ever.

**OR**

**Answers that identify and explain one factor, in depth to do with the development of the theatre which may be the views of the Puritans.**

Answers at this level are likely to assume the importance of the factor  
e.g. the Puritans thought that the theatre took people away from the church. They resented the fact that people would rather see a play than listen to a good sermon. They also thought the theatre was like the theatres of ancient Rome. Christians in Roman times had been killed in those theatres. Theatres were the work of the devil.

**Level 3: Answers that recognise and explain several factors to do with the development of the theatre people in specific detail or provide details of the links between factors.** **9-12**

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

**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.** **13-15**