



## **General Certificate of Secondary Education**

# **GCSE History 3041/6/2C** *Specification A*

**Paper 2C Elizabethan England 1558–1603**

## **Mark Scheme**

*June examination - 2008 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.



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**Paper 2c: Elizabethan England, 1558–1603**
**Section A****Question 1**

- (a) Read **Source A**. **4**  
 What does **Source A** suggest about Queen Elizabeth's attitude to religion?
- Target: Comprehension and inference from an historical source (A02)**
- Level 1: Answers that select details from the source** **1**  
 e.g. the Queen wants them to keep the law.
- Level 2: Answers that draw a simple inference from the source** **2-3**  
 e.g. the Queen will let their beliefs be private.
- Level 3: Answers that develop a complex inference from the source** **4**  
 e.g. Elizabeth believes that if they are obedient subjects they can believe what they like. That is the deal!
- (b) Read **Sources A and B**.  
 What different attitude to religion is suggested by **Source B**?  
 Refer to **both** sources in your answer.
- Target: Comprehension and inference from two historical sources (A02)**
- Level 1: Answers that select details from Source B.** **1-2**  
 e.g. Source B says that good government does not allow opposition.
- Level 2: Answers that provide a simple comparison based on the details of both sources.** **3-4**  
 e.g. the idea in Source A is that if they do not break the law then they are alright, but Source B says good government takes care of religion.  
**OR**  
**Answers that may use both sources but provide an inference from one**  
 e.g. the idea in Source B is that people who do not follow the official religion are traitors.
- 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 A Elizabeth has a tolerant policy and allows religious belief to be personal and private whereas in Source B the view is that you cannot allow this. If they are not with you on religion they will be against you politically.
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- (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 (A01 & A02)**
- Level 1: Answers that select details from sources. 1-2**  
**OR**  
**Answers that say how the sources are different.**  
 e.g. they are different because Source A is the Lord Keeper speaking and Source B is Lord Burghley speaking.
- 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 1570 just after Elizabeth was excommunicated but Source B was written later. This is how Cecil is thinking after a lot of things have happened.
- Level 3: Answers based on developed reasoning based on differences in author, audience, time or place. 6-7**  
 Answers will probably be based on how the authors acquired information or their intentions in writing.  
 e.g. in Source A it is just after the Pope excommunicated Elizabeth and she is worried about the reaction of Catholics. She wants to give them a get out clause from having to obey the Pope. But in Source B Cecil has seen all the plots of the 1570s happen and the waves of Seminary and Jesuit priests enter the country and St Bartholomew's day massacre in France so he is taking a hard line view – you are either with us on religion or against us on everything...
- (d) Study **Source C**. 8  
 How useful is **Source C** for understanding the problems that Mary, Queen of Scots caused Queen Elizabeth?  
 Explain your answer using **Source C** and your own knowledge.  
**Target: An evaluation of utility (A01 & A02)**
- Level 1: Answers that assert a source or sources is useful or not because it tells us something about Mary, Queen of Scots or the threat she posed to Elizabeth. 1-2**  
 Answers may select details from the sources to support the answer.  
 e.g. Source C is useful because it shows Mary surrounded by angels and looking like a very important person. It shows she had four crowns that she could wear.
- Level 2: Answers that explain that one source is useful or not because of its provenance in relation to the threat Mary, Queen of Scots posed to Elizabeth. 3-5**  
 e.g. Source C is useful because it shows how Mary was presented as a claimant to the thrones of England and Ireland and a Queen in her own right of France and Scotland. This means that in Europe there is the idea that Mary should be Queen and that the idea was circulated in images like this. This is very pro-Mary and can be part of the propaganda to put right her

image after her time in Scotland. It is unlikely that the image would be popular in England where it would probably be treasonable but Turner could get away with publishing it in Germany which had some Catholic states in the south.

**OR**

**Answers that explain that Source C is useful or not through an understanding of its content in relation to changes to the threat Mary, Queen of Scots posed to Elizabeth.**

e.g. Source C is useful because it represents the idea that Elizabeth was wrong to have executed her. Mary is of course dead at the time that this was made. Her claim to the four crowns is being blessed by the angels. Her execution is suggested by the axe. It tries to show Mary as a martyr as she holds the cross in her right hand.

**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 changes to the threat Mary, Queen of Scots posed to Elizabeth.** **6-8**

e.g. Source C shows that Mary is as much of a threat dead as alive. She used the arms of England when she arrived in England. She wanted to be declared Elizabeth's heir. In Source C the four crowns and arms are there for all to see. They accusingly pose the question about Mary's execution in the previous year and signified by the axe and block. This is useful as evidence of Catholic anti-Elizabeth propaganda as it would be circulated in Europe. The haloes above Mary indicate her martyrdom and she holds the cross and bible in her hands.

**(e) Read Source D.** **8**

**Source C** is an interpretation of the consequences of the defeat of the Spanish Armada. Do you agree or disagree with this interpretation?

Explain your answer using **Source D** and your own knowledge.

**Target: An evaluation of an interpretation (A01 & A03)**

**Level 1: Answers that describe the source and details of it or its provenance.** **1-2**

e.g. I agree because it says that the Armada was very important in English history. The Spanish were beaten.

**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 or disagreement with Source D but with only simple development of one side will be marked at this level.

e.g. I agree because Source D says it was only a setback, Philip was not finished. Within two years Philip had built another fleet of over 100 ships. He sent two more armadas to invade England.

**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. Source D says that it was only a setback and that is right. Philip did send new armadas to try to take over England. The source is right, the Netherlands were not free from Spain, that happened in 1609. The threat from Spain was also shown when Philip sent Spanish troops to Ireland to help an Irish rebellion against Elizabeth. However it is also true that England was

saved from invasion and Elizabeth did stay on the throne. So I disagree that the major threat to Elizabeth was not over. It was very hard for Philip to come back from this. Above all England remained Protestant; Philip's main aim was to defeat Protestantism and he failed in this. English sailors kept on attacking Spanish ships.

- (f) Why was Catholicism such a dangerous threat to Elizabeth and her government throughout her reign? **12**  
 Explain your answer using **the sources and your own knowledge**.

**Target: An understanding and evaluation of causation (A01 & A02)**

**Level 1: Answers that provide general statements, describe single factors or factual details of Catholicism in England.** **1-2**  
 e.g. Queen Elizabeth was worried about Catholics because they followed what the Pope said. Many people in England still believed in Catholicism .

**Level 2: Answers that comment briefly on several factors to do with the Catholic threat to Elizabeth.** **3-6**  
 e.g. Catholics owed allegiance to an outside power. They had a replacement monarch in Mary, Queen of Scots. Many European powers would like to see Elizabeth deposed. The Jesuits were an army of well trained Catholics who could keep the Catholic faith in England alive. Catholics posed a threat to Elizabeth's political authority. Catholics existed at all levels of society.

**OR**

**Answers that identify and explain one factor, in depth to do with the catholic threat to Elizabeth.**

e.g. the Catholics were dangerous because they could mount rebellions against her. They might have support from outside powers like Spain. The rebellion of the Northern earls in 1569 was an early warning of what Elizabeth could expect. The Ridolfi plot followed in 1571, Throckmorton in 1573 and Babington in 1586. All of these plots show the dangerous potential of Catholics to unseat Elizabeth and in Mary, Queen of Scots they had a ready replacement.

**Level 3: Answers that recognise and explain several factors to do with the Catholic threat to Elizabeth in specific detail or provide details of the links between factors.** **7-10**

e.g. Catholics followed the guidance of the Pope so his excommunication of Elizabeth in 1570 posed a real dilemma for English Catholics. As Source A suggested Elizabeth was keen to reassure them of her good faith and she would not make 'windows into men's souls'. Catholics were a danger because they had a replacement monarch in Mary, Queen of Scots. Elizabeth was vulnerable because she did not have children. As the long list of plots in 1571, 1573 and 1586 showed, they were a constant internal danger. Spain was all too anxious to depose Elizabeth and even the defeat of the armada in 1588, as Source d shows, did not deter Philip. Cecil's outburst in Source B shows the worry he felt over the Jesuits who began to come into the country from the 1580s, without them English Catholicism might, as Elizabeth hoped, would 'wither on the vine'. The massacre of St Bartholomew's day in France in 1572 showed just what could happen and how dangerous the Catholics were. Catholics posed a threat to Elizabeth's political authority. Catholics existed at all levels of society they were even in

her court and the rebellion of the Northern earls in 1569 was an early wake up call to the danger Catholicism posed.

**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

## Section B

### Question 2

(a) Who were JPs?

6

**Target: Understanding of the key features of this period (A01)**

**Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question.** 1-3

Answers will show simple recognition of JPs.

e.g. Elizabeth appointed 40 JPs in every county to enforce her laws.

**Level 2: Explanation shows understanding in a broader context of the period.** 4-6

Answers will show knowledge of some distinctive features of JPs.

e.g. JPs were the workhorses of the Elizabethan system of government. It was an unpaid but prestigious role. They had a role to administer the poor, deal with crime and generally act as Elizabeth's eyes and ears!

(b) Using **Source E and your own knowledge**, explain why Elizabeth never married

9

**Target: Understanding of the key features of the period (A01)**

**Level 1: Discusses the source only**

1-3

**OR**

**Describes Elizabeth's reasons for not marrying in simple terms.**

e.g. the reason she did not marry is because she was waiting for the right time and the right man.

**Level 2: Considers a singular reason (probably based on the quotation offered) and/or mentions other aspects related to Elizabeth's decision not to marry.** 4-6

e.g. the Queen used marriage as a political weapon or tool and she did not want to lose this as a negotiating tool.

**Level 3: Explains more than one reason related to Elizabeth's decision not to marry.** 7-9

At this level responses will explain more than one or two aspects apart from those suggested in the quotation.

e.g. the Queen was determined not to be told what to do by parliament. While she was young it was a valuable tool in all her negotiations with foreign powers. Given her personality she would not wish to be bossed around by a man. Her own father and family history of marriage can not have encouraged her to wed.

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- (c) How important was the House of Commons in the way Elizabeth's government worked? **15**
- Target: An understanding and evaluation of causation (A01&A02)**
- Level 1: Answers that provide general statements, describe single factors or factual details of the House of Commons or Elizabeth's government.** **1-3**  
 e.g. the Elizabethan parliament only met when Elizabeth wanted it to. It met 13 times in 45 years..
- Level 2: Answers that comment briefly on several factors, to do with the workings of Elizabethan government.** **4-8**  
 Answers at this level are likely to assume the importance of factor(s).  
 e.g. Elizabeth's Privy Council helped her govern the country. Parliament offered advice when asked and passed laws and approved taxation. But the JPs did most of the real work at the grass roots.  
**OR**  
**Answers that identify and explain one factor in depth to do with the workings of Elizabethan government which may be the House of Commons.**  
 Answers at this level are likely to assume the importance of the factor.  
 e.g. the House of Commons was difficult for Elizabeth to manage. Some people think she lost control of it. Elizabeth tried to tell them what they could and could not discuss. Elizabeth was unhappy if they discussed her personally, foreign affairs or religion.
- Level 3: Answers that recognise and explain several factors to do with the workings of Elizabethan government 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. the House of Commons was difficult for Elizabeth to control. MPs recognised that Henry VIII had used parliament to break away from Rome. They began to complain more. They were keen to discuss major issues such as foreign affairs or religion and the succession. Some people think she lost control of parliament. It only met on 13 occasions during her reign of 45 years. Puritans also had a voice through parliament and MPs believed that they had certain rights of free speech and freedom from arrest. The most important work of government was done by JPs and Lord Lieutenants. Judges also travelled around to bring justice. Quarter sessions were held with JPs as judges four times a year...
- 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) How were the poor treated before 1558? **6**
- Target: Understanding of the key features of the period (A01)**
- Level 1: Response shows recognition and simple understanding of the key feature mentioned in the question.** **1-3**  
 Answers will show simple understanding of the treatment of the poor before 1558.  
 e.g. under a law of 1495 beggars could be put in the stocks.
- Level 2: Response shows understanding in a broader context of the period.** **4-6**  
 Answers will show understanding of the treatment of the poor before 1558.  
 e.g. most treatment of the beggars was a punishment. There was the idea that they were to blame. In 1531 Henry VIII made those genuinely unable to work to have licences. Anyone without a licence was whipped.
- (b) Using **Source F and your own knowledge**, explain why poverty increased in England during the reign of Queen Elizabeth **9**
- Target: Understanding of the key features of the period (A01)**
- Level 1: Discusses the source only** **1-3**  
**OR**  
**Describes poverty in Elizabethan times in simple terms.**  
 e.g. there were more people and they had not been killed by an epidemic or war.
- Level 2: Considers a singular reason (probably based on the quotation offered) and/or mentions other aspects related to the reasons for Elizabethan poverty.** **4-6**  
 e.g. some people were poor because they were ill; others were poor by misfortune such as the wounded soldier. The bad harvests in 1596 and 1597 caused more poverty.
- Level 3: Explains more than one reason related to the reasons for Elizabethan poverty** **7-9**  
 At this level responses will explain more than one or two aspects apart from those suggested in the quotation.  
 e.g. there were changes in farming as farmers switched to raising sheep for the wool rather than arable crops. This involved enclosure and the result was that the required fewer farm workers. Those pushed out of work became poor. Couple with this there were bad harvests in 1596 and 1597. The major reason was inflation which affected people who were paid low wages in the first place. They could buy less food...
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- (c) How important were the actions of towns like Norwich and Ipswich in dealing with poverty in Elizabethan England? **15**
- Target: Understanding and evaluation of causation (A01&A02)**
- Level 1: Answers that provide general statements, describe single factors or factual details of local initiatives on poverty or national government action.** **1-3**  
 e.g. Elizabeth's government realised that some people could not work and some would not work.
- Level 2: Answers that comment briefly on several factors, to do with the way government dealt with poverty.** **4-8**  
 Answers at this level are likely to assume the importance of factor(s).  
 e.g. Elizabeth passed a number of laws in 1597. She tried to encourage the wealthy people to give charity to the poor. The towns in Elizabethan times had schemes to set the poor to work.  
**OR**  
**Answers that identify and explain one factor in depth, to do with the way government dealt with poverty which may be local initiatives like those in Norwich and Ipswich.**  
 Answers at this level are likely to assume the importance of the factor.  
 e.g. towns like Norwich and Ipswich took a census of names and trades. This sorted out who needed help. They also got them to wear badges. They also set up places where the poor could be set to work.
- Level 3: Answers that recognise and explain several factors to do with the way government dealt with poverty 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. people in Elizabethan times were worried about poverty and many thought it led to crime. In the towns they took action. Towns like Norwich and Ipswich took a census of names and trades. This sorted out who needed help. They also got them to wear badges. They also set up places where the poor could be put to work. London had a House of Correction for poor people. The Poor Law of 1597 created a poor rate which would be collected by the overseers. Overseers of the poor would decide who received help.
- 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**
-