



GCSE MARKING SCHEME

SUMMER 2012

HISTORY - STUDY IN DEPTH

THE ELIZABETHAN AGE, 1558-1603

4271/01

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 1(e) and either 2(d) or 3(d). There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
Level 3	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
Level 4	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

PAPER 4271/01 THE ELIZABETHAN AGE, 1558-1603

MARKING SCHEME

SECTION A

Question 1 (a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about the treatment of some Puritans in Elizabethan times?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.
Award two marks for two relevant selections from the source.

The following can be credited:

Elizabeth had their hands cut off.

Source A shows that Elizabeth got some of her supporters to cut off the hands of Puritans who had criticised her in writing.

Elizabeth treated Puritans very harshly.

Question 1 (b)

Target:	Understanding of source material; recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
4	2		2

Question: **Use the information in Source B and your own knowledge to explain why Elizabeth passed the Religious Settlement of 1559.** [4]

Use 0 for incorrect or irrelevant answer

LEVEL 1 Generalised answer; uses of content of source only. [1-2]

Eg: There had been so much religious change before Elizabeth came to the throne that she wanted to create a middle way in religion.

LEVEL 2 Development of the content with an attempt to provide some explanation. Needs explanation and background knowledge/context for highest mark. [3-4]

Eg: Before 1558, England had been Protestant under Edward VI and Roman Catholic under Mary Tudor. Many people had been executed for their religious beliefs under Mary. When Elizabeth came to the throne in 1558, she wanted to create a middle way religion which appealed to most of her subjects so that they would be loyal to her. She passed the Religious Settlement of 1559, based on the Acts of Supremacy and of Uniformity, to make herself Supreme Governor of the Church of England and to ensure that church services were conducted according to the Book of Common Prayer.

Question 1 (c)

Target:	Analysis and evaluation of source material; reaching supported judgements		
Mark allocation:	AO1	AO2	AO3
5		1	4

Question: **How far does Source C support the view that Catholic plots were a serious threat to Elizabeth?** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; weak reference to content of source only.** [1-2]

Eg: It tells us that there was a Catholic plot to overthrow Elizabeth and to make Mary Queen of Scots queen instead of Elizabeth.

LEVEL 2 **Discusses content of source with an attempt at a judgement on the extent of support for the view.** [3-4]

Eg: Source C tells us that Elizabeth's chief adviser, Sir William Cecil, discovered a Catholic plot to overthrow Elizabeth. This plot was organised by an Italian, Ridolfi, and involved some very important people – Mary Queen of Scots, the King of Spain, the Pope and the Duke of Norfolk. The plan was to overthrow Elizabeth and to make Mary the Catholic queen of England. This was a serious threat to Elizabeth.

LEVEL 3 **Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view.** [5]

Eg: The source does support the view that Catholic plots were a serious threat to Elizabeth because the people involved in the plot were all strong Catholics. The Pope was the head of the Catholic Church and King Philip was the Catholic champion of Europe. If the plot had succeeded, Elizabeth's work of creating a moderate Church of England would have failed and England would have become part of a large Spanish Catholic empire. Catholic plots like the Ridolfi plot were certainly a serious threat to Elizabeth and the information in the source, written by an historian, fully supports this view.

Question 1 (d)

Target:	Critical analysis and evaluation of source material; deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
6	2	1	3

Question: **How useful is Source D to an historian studying Elizabeth's religious policy in Wales?** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases content of source [1-2]

Eg: Source D gives details about the Act for the Translation of the Bible into Welsh.

LEVEL 2 Considers usefulness of the source in terms of its content only
OR
Deals with some aspects of content; refers to authorship [3]

Eg: Source D is useful because it shows that Elizabeth understood that the people of Wales wanted to be loyal to her. However, because they could not follow the Church of England services, because they were in the English language, she was afraid that they would continue to follow the Catholic faith. So Elizabeth ordered that the whole of the Bible should be translated into the Welsh language. An Act of Parliament was passed to ensure that this happened.

Deals with content of source well and begins to consider origin or purpose of source. [4]

Eg: Source D is useful primary evidence of Elizabeth's religious policy in Wales. It shows that Elizabeth recognised the loyalty of the Welsh people to her and, five years, into her reign (1563) it shows that she was willing to pass an Act of Parliament to translate the whole Bible into the Welsh language in order to ensure the success of her religious policy in Wales.

LEVEL 3: Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source. [5]

Gives a reasoned and balanced evaluation, considering utility in terms of issues such as content, origin and purpose of source. [6]

Eg: Source D, passed as an Act of Parliament in 1563, is a very useful source providing 'official' evidence to an historian studying Elizabeth's religious policy in Wales. The Act reflects the feelings of the Elizabethan government towards Wales. The Act was passed to ensure that the Welsh people could have a Bible in their own language. The purpose of the Act was to ensure the loyalty of the Welsh people and to recognise that the Welsh language was important to the Welsh people.

Question 1 (e)

Target:	Recognition and explanation of different historical interpretations; deployment of knowledge;		
Mark allocation:	AO1	AO2	AO3
8	2	2	4

Question: **Why do Sources E and F have different views about the execution of Mary, Queen of Scots?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; may contain irrelevancy.** [1-2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: Source E tells us that Mary died as a martyr. Source F says that Mary deserved to be executed.

LEVEL 2 **Starts to explain the different views in terms of either their content or their authorship; limited development is seen.** [3-4]

The Level 2 descriptor for quality of written communication may be considered here.

Eg: In Source E, the author is a Catholic witness who was present at Mary's execution. As a Catholic he is fully supportive of Mary who he would have regarded as the rightful (Catholic) heir to the English throne. He saw Mary as being 'slaughtered' by the Protestants who he regarded as heretics. Source F agrees with Mary's execution.

LEVEL 3 **Explains the difference in the views with clear reference to both content and authorship.** [5-6]

The Level 3 descriptor for quality of written communication may be considered here.

Eg: The author of Source E has written an account which looks at the execution of Mary Queen of Scots as an eye witness who has full sympathy with her plight. His views are very biased because he is a Catholic and Mary has been executed by Protestants who have persecuted Catholics ever since Elizabeth became queen in 1558. Source F is written from a more distant and less sentimental point of view. The author here makes no reference to the feelings of people from near the time: the historian, S. T. Bindoff, is concerned with the stark facts – Mary had committed treason; she had been involved in every Catholic plot against Elizabeth.

LEVEL 4 **Developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; some routine elements still seen.** [7]

Balanced and developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; answer is sophisticated and integrated. [8]

The Level 4 descriptor for quality of written communication may be applied here.

Eg: The two sources provide interesting, and contrasting, views about the execution of Mary Queen of Scots. The author of Source E is affected by the feelings of the time in which he is writing, as a persecuted Catholic. The author of Source F is an historian writing in 1961, from a more reasoned and distant perspective. Research will have been done on the evidence and a more balanced view will have been reached about the execution of Mary Queen of Scots, with the benefit of hindsight.

SECTION B

Question 2(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does this picture show you about Queen Elizabeth?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from source
Award two marks for two relevant selections from source

The following can be credited:

The picture shows that Elizabeth was dressed in a fine gown decorated with jewels.

She wore a crown and carried an orb and sceptre which reflected her position of authority.

Her face looks white.

She had been crowned in 1559.

Question 2(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe the work of the Privy Council.** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with a weak or implied point made** [1-2]

Eg: The Privy Council was a small group that advised the Queen.

LEVEL 2 **A more detailed description with up to two accurate points made.** [3-4]

Eg: The Privy Council was a small body of the Queen's most important ministers, usually between 12 and 20 in number. They met regularly and followed the Queen in her travels around the country. Their principal task was to advise Elizabeth on important questions of state. They were chosen to represent different shades of opinion, so that Elizabeth might have as wide a view as possible of what people with influence and power thought about different issues.

LEVEL 3 **A fully developed description with three or more accurate points made.** [5]

Eg: As for Level 2 plus The Privy Council helped Elizabeth to rule the country effectively. Sir William Cecil (Lord Burleigh) was her most important Councillor - he served Elizabeth for 40 years as first Secretary of State.

Question 2(c) (i)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why Parliament quarrelled with Elizabeth.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only [1-2]

Eg: Parliament quarrelled with Elizabeth because they wanted more power for themselves and they were worried because they did not know who was going to succeed Elizabeth.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3-4]

Eg: Parliament quarrelled with Elizabeth because they wanted to do more than raise taxation and pass laws. Parliament wanted to discuss 'matters of state' – religion, the succession and foreign policy. The issue of the succession was very important and so Parliament fought for the right to 'freedom of speech', so that they could discuss Elizabeth's successor. Elizabeth wanted to keep 'matters of state' as her own prerogative and this led to Parliament quarrelling with Elizabeth.

Question 2(c) (ii)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why the Poor Law of 1601 was important.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only [1-2]

Eg: There was considerable poverty in Elizabethan times. The Poor Law of 1601 was passed to help the poor and unemployed.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3/4]

Eg: Elizabethan governments distinguished between the able-bodied poor and the 'needy' poor. The former were severely punished and Bridewells were set up as 'houses of correction', to train vagabonds to work. The government was slow to react to the needs of the poor, but an Act of 1572 introduced a compulsory poor rate and an Act of 1576 stated that work schemes were to be created for the unemployed. The government's policy towards the poor was inconsistent. A period of famine in the 1590s made the government realise that an organised system of relief was needed to address the problem of the poor. The various Acts which had been passed to help the poor were incorporated into the Poor Law Act of 1601. The Act was also important because it formed the basis of England's poor laws for more than 200 years (until 1834).

Question 2(d)

<i>Target:</i>	<i>Recall and deployment of knowledge; analysis of key concepts; quality of written communication</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
10	4	6	

Question: **Was Elizabeth always successful as a ruler during her reign?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; simple response which offers little support [1-2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: Elizabeth was successful – she ruled for 45 years and is remembered as ‘Good Queen Bess’.

LEVEL 2 To distinguish between 3 and 5 marks apply the following framework: [3-5]

For 3-4 marks: A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

For 5 marks: A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will assert that Elizabeth was generally successful as a ruler. She ruled the country successfully at the local level with a system of JPs. At a national level, she ruled successfully with the Privy Council and she made effective use of parliament, calling it when she needed it to raise money.

LEVEL 3 To distinguish between 6 and 8 marks apply the following framework: [6-8]

For 6-7 marks: A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

For 8 marks: A two sided answer with good contextual support but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will begin to offer a judgement with good reasoning. Elizabeth’s policies as the ruler of England have to be seen as mostly successful. Elizabeth successfully ruled the country at the local level, through the work of lord lieutenants and JPs and, at the national level, through the work of the Royal Court, the Privy Council and through the work of leading ministers like Cecil, Leicester and Walsingham. Parliament generally met when Elizabeth requested it and she was able to control it for much of the time. However, parliament did become increasingly challenging over affairs of state and freedom of speech as Elizabeth’s reign progressed.

LEVEL 4 **To distinguish between 9 and 10 marks apply the following framework:** **[9-10]**

For 9 marks: A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical detail.

For 10 marks: A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

The Level 4 descriptor for quality of written communication may be considered here.

E.g. Answers will clearly evaluate the issue in the question. Answers will discuss the extent of success. Expect reference to successful aspects of Elizabeth's policies as ruler, but also expect reference to failures. During her long reign, Elizabeth managed to lead her country peacefully and successfully against foreign threats. However, although Parliament developed during her reign, it became increasingly challenging to her rule. After 1588 MPs increasingly stood up for Elizabeth was less successful as a ruler at the end of her reign, as Parliament fought for freedom of speech and looked forward to challenging her successor.

Question 3(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does this picture show you about Elizabethan ships?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source
Award two marks for two relevant selections from the source

The following can be credited:

They had many masts.

The picture shows that the English navy had a main ship.

This ship was special as it was called the 'Ark Royal'.

Question 3(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe Elizabethan attempts to expand overseas trade.** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with a weak or implied point made [1-2]

Eg: Elizabethans sailed on voyages of exploration and discovery.

LEVEL 2 A more detailed description with up to two accurate points made. [3-4]

Eg: The Elizabethan Age was a time when the Spanish and Portuguese empires were dominant. The Elizabethans challenged the Spanish monopoly of trade in the Spanish Main, where they attacked Spanish ships there. An attempt was made by Raleigh to establish a colony at Virginia in North America, so that there could be trade between that area and Britain.

LEVEL 3 A fully developed description with three or more accurate points made. [5]

Eg: As for Level 2 plus Elizabethans expanded trade with Russia and the East Indies and explored many of the sea routes around the oceans, like the north-west passage. Expect and credit some enhanced description of some of these attempts.

Question 3(c) (i)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why Sir John Hawkins was important.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]

Eg: He established the slave trade between West Africa and the West Indies.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3-4]

Eg: Sir John Hawkins was determined to break the Spanish and Portuguese monopoly on trade. In 1562 and 1564 he sailed to the west coast of Africa and captured a large party of Negro slaves. He successfully transported them to the West Indies and the American mainland and sold them to work in the plantations there. He did this to make money. Queen Elizabeth encouraged such a trade: she invested in Hawkins's trading company, as a shareholder. Hawkins was important because this trade, although severely criticised today, was expanded into a triangular trade between Liverpool, West Africa and the West Indies and it did expand Elizabethan overseas ventures.

Question 3(c) (ii)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why the Spanish Armada was defeated.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]

Eg: The English fire ships caused the Armada to panic and to flee.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3-4]

Eg: The English navy was very clever in following the Armada up the English Channel, avoiding conflict. When the Armada was anchored off Calais, the fire ships were sent against them. This caused the Armada to cut their anchors in panic and the wind blew them northwards away from the coast. They had to sail around the British coast where storms caused severe damage and defeated them. Elizabeth herself inspired her people through her leadership and rhetoric: 'I have the body of a weak and feeble woman but the heart of a King...'

Question 3(d)

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **How successful was Elizabeth in foreign and maritime affairs?** [10]

Use 0 for incorrect or irrelevant.

LEVEL 1 Generalised answer; simple response which offers little support. [1-2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: Elizabeth was successful and England was regarded as a great power.

LEVEL 2 To distinguish between 3 and 5 marks apply the following framework: [3-5]

For 3-4 marks: A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

For 5 marks: A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will assert that Elizabeth was generally successful in her foreign and maritime ventures because, as an unmarried queen, she had managed to keep her foreign suitors at bay and to keep England safe. English sailors had successfully ventured into every part of the world on voyages of discovery and England had succeeded in defeating the Spanish Armada in 1588.

LEVEL 3 To distinguish between 6 and 8 marks apply the following framework: [6-8]

For 6-7 marks: A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

For 8 marks: A two-sided answer with good contextual support but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will begin to offer a judgement with good reasoning. Elizabeth's policy has to be seen as generally successful. After the San Juan incident in 1567, English sea dogs operated successfully in the Spanish Main. England traded with the Americas and Drake successfully circumnavigated the world. The victory over the Spanish Armada in 1588 was a turning-point in Elizabeth's reign, reflecting the success that she had achieved. However, no overseas colonies were established in Elizabeth's reign: Raleigh's attempt to establish a colony in Virginia in the 1580s failed.

LEVEL 4 **To distinguish between 9 and 10 marks apply the following framework:** **[9-10]**

For 9 marks: A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical detail.

For 10 marks: A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will clearly evaluate the issue in the question. Answers will discuss the extent of success. Expect reference to successful aspect of Elizabeth's policy in foreign and maritime affairs, but also expect reference to the fact that there were failures, including the failure to find the north-west passage. In the 1590s, English seamen were less successful and Raleigh had become discredited, for example. Elizabeth achieved a lot of success in her foreign and maritime affairs, but she was not always successful.