



# **GCSE MARKING SCHEME**

**SUMMER 2013**

**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 2013 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:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	Most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	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
<b>Level 4</b>	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

## QUESTION 1

## Question 1 (a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does Source A show you about the execution of Mary Queen of Scots?** [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:

*She was beheaded with an axe*

*She was executed at Fotheringay Castle*

*It was an official execution - soldiers were present*

*The event was recorded at the time in a woodcut illustration*

## Question 1 (b)

Target:	Understanding of source material; recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>		<b>2</b>

Question: **Use the information in Source B and your own knowledge to explain why Sir John Hawkins established the slave trade.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Paraphrases content; weak use of content only.** [1-2]

*Eg: The map shows Hawkins sailed from England for the coast of West Africa to pick up a cargo of slaves and then on to Central America where they were traded for sugar before returning to England.*

**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: Hawkins wanted a share in the profitable slave trade monopolised by the Spanish and Portuguese. In 1562 and 1564 he sailed to West Africa and captured a large party of negro slaves. He successfully transported them to the West Indies and American mainland at great profit. Elizabeth encouraged the enterprise as she and other courtiers such as Cecil were shareholders in the trading company.*

**Question 1 (c)**

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

Question: **How far does Source C support the view that the desire for wealth was the main reason for Elizabethan voyages?** [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 Drake attacked a Central American town in order to raid Spanish shipping there and seize their gold and silver worth £20,000 and return to England a rich man.*

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

*Eg: Source C tells us that Drake was driven by greed to attack Spanish shipping carrying gold and silver. The source is written by A. Harmsworth in a school textbook.*

**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.** [4-5]

*Eg: The source does support the view that chasing wealth was an important reason for the Elizabethan voyages. There were other reasons as well, such as, fame and personal power. These voyages were often supported by the Queen and prominent courtiers who were shareholders in the trading companies.*

**Question 1 (d)**

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

Question: **How useful is Source D to an historian studying the success of Elizabethan sailors?** [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Source D is useful because it says English sailors are better than other countries' sailors and were responsible for opening up trading opportunities for English merchants in faraway posts.*

**LEVEL 2** **Considers usefulness of the source in terms of its content only.**  
**OR**  
**Deals with some aspects of content; copies/paraphrases attribution.** [3]

*Eg: Source D is useful as it shows English sailors were successful at expanding trade by opening links with distant placers such as Russia, Constantinople, Chila and the Americas and brining new and expensive goods back to England. The source was written by Richard Haklyut in his book 'Principal Navigation'.*

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

*Eg: Source D is useful as it was written a year after the defeat of the Armada and shows how proud contemporary Elizabethans were of the success of Elizabethan sailors in defeating the Armada and opening up trading opportunities for English merchants. Haklyut interviewed many sailors for his book and had personal knowledge of the sailors and their work.*

**LEVEL 3:** **Gives an imbalanced evaluation, considering usefulness in terms of content, origin and purpose of source.** [5]

**Gives a reasoned and balanced evaluation, considering usefulness in terms of content, origin and purpose of source.** [6]

*Eg: Source D provides useful evidence of the success of Elizabethan seamen in expanding trade and England's influence in distant places. The author has interviewed many sailors, possibly Drake, for his book. It was written to record and celebrate the achievements of Elizabethan sailors at a time when England came to dominate the sea and to encourage more exploration and trade. It is useful to an historian but does need to be considered alongside other historical evidence.*

**Question 1 (e)**

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

Question: **Why do Sources E and F have different views about the defeat of the Spanish Armada?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; paraphrases the sources rambles off the point.** [1-2]

*Eg: Source E tells us that the English used 'fire ships' and sent them drifting towards Calais where the Spanish Armada was anchored. This forced the Spanish to uncut the cables securing the ships. Source F says the Spanish ships were no match for the English, being slower and less manoeuvrable.*

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

*Eg: Source E was written by the Duke of Medina Sidona the Commander in Chief of the Armada in a report sent to his king. He is trying to explain his actions/decisions which ultimately lead to the failure of the Armada. Source F was written by two historians much later.*

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

*Eg: The author of Source E has written a report explaining why the Armada failed. Source F was written by two English historians who will have considered all the factors which lead to the defeat. They emphasise the superiority of the English fleet, especially the English galleon which was faster and more manoeuvrable, The historians draw on hindsight.*

**LEVEL 4** **Developed explanation with good support from the sources and own knowledge; detailed consideration of the attributions 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 attributions of each source; answer is sophisticated and integrated.** [8]

*Eg: The two sources provide different reasons for the defeat of the Armada. However both refer to the superior seamanship of the English. Source F refers to the superior English ships and Source E to superior tactics - the use of 'fire ships'. Source F does make reference to the weather which was to play such an important role. The author of Source E is trying to justify his actions in cutting the cables to release the ships in port whilst Source F, written by two English historians in 1997, will have formed an interpretation in a more reasoned and distant manner. They will have researched the evidence and considered all the factors.*

## QUESTION 2

### Question 2 (a)

Target:	Recall and selection of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>4</b>		

Question: **Describe the Royal Court in Elizabethan times.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer with weak or implied points made.** [1-2]

*Eg: The Royal Court attracted many important people hoping to be noticed by the Queen and to receive royal patronage. It was very loyal to the Queen.*

**LEVEL 2** **A more detailed and accurate description.** [3-4]

*Eg: It was a large body of important courtiers, such as Burleigh and Leicester as well as the many servants and Queen's attendants. The court would follow the queen around the country staying together in nobles' palaces. It was at the centre of state affairs and was an important part of Elizabethan government.*

### Question 2(b)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
<b>5</b>	<b>2</b>	<b>3</b>	

Question: **Explain why the theatre was popular in Elizabethan times.** [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: People of all classes enjoyed going to the theatre and watched plays put on by writers like Shakespeare. Queen Elizabeth herself enjoyed attending.*

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

*Eg: The theatre had been a popular form of entertainment since the Middle Ages. It appealed to all classes. It was fashionable for rich Elizabethans to frequent - sitting in the elevated seats. It was popular with the groundlings as it was cheap and they sat in the pit area.*

**LEVEL 3** **Full explanation: focussed and explaining a range of factors.** [5]

*Eg: As well as the above, answers may well refer to the construction of many new theatres - The Rose and Crown, The Curtain, The Theatre and the most famous of all, The Globe - in the period. The audiences enjoyed watching plays by the likes of Shakespeare and performed by well-known actors such as Will Kempe and Richards Burbage. It was also popular and provided ample opportunity for pickpockets.*

**Question 2(c)**

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>4</b>	

Question: **How important was the Poor Law Act of 1601?** [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised reference to the key concept of historical context; weak or implied knowledge shown.** [1-2]

*Eg: The Elizabethan age saw a big increase in poverty and the 'poor' were a problem. The government passed a law to help the poor.*

**LEVEL 2** **Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained.** [3-4]

*Eg: The Act of 1601 was important because it created a new nationwide system of poor relief. JPs were responsible for raising a 'Poor Rate' to pay for the provision. Some accurate information of the provision is required - JPs to appoint overseers to provide orphaned children with apprenticeships. A distinction between 'able-bodied' and 'needy' poor was made. The needy were to be provided with almshouses and begging was forbidden with beggars to be returned to their parish of birth or placed in Houses of Correction [bridewells].*

**LEVEL 3** **Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation.** [5-6]

*Eg: The Act of 1601 was important because the government realised in the 1590s [a period of famine] that an organised system of poor relief was needed. The Act of 1601 merely incorporated the various acts which had already been passed. The Act did not end poverty - it was to continue to increase. But it did form the basis of England's poor laws for the next 200 years.*

### QUESTION 3

#### Question 3

<i>Target:</i>	<i>Recall and deployment selection of knowledge; analysis of key concepts; quality of written communication</i>		
<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>SPaG</i>
<b>13</b>	<b>4</b>	<b>6</b>	<b>3</b>

Question: **How well did Elizabeth deal with religious problems during her reign?** **[13]**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**      **Generalised answer; simple explanation which offers little support; poor quality of written communication.** **[1-2]**

*Eg: Yes/No. Her Church of England satisfied most of the people or the Catholics were a threat and plotted against her.*

**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.

**At Level 2, quality of written communication will be sound, with some faults.**

*Eg: Answers will assert that Elizabeth generally dealt successfully with religious problems because her 'middle way' settlement - through the Act of Supremacy and Act of Uniformity - created a Church of England that satisfied the majority of the people in England. However, the extreme Catholics and/or the Puritans did cause her problems throughout her reign.*

**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.

**At Level 3, quality of written communication will be good, with few faults.**

*Eg: Answers will begin to offer a judgement with good reasoning. Answers will consider her successful in dealing with the Catholic plots and after the execution of Mary Queen of Scots there was no more threat from the Catholics. Elizabeth commissioned the translation of the Bible into Welsh to win over Wales to her settlement. However the Elizabethan Religious Settlement was challenged by the emergence of Puritanism towards the end of her reign.*

**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.

**At Level 4, quality of written communication will be very good, with very few faults.**

*Eg: Answers will clearly evaluate the issue in the question. Answers will deal with the successes of her religious policy but expect reference to the fact that Catholic worship was never eliminated during her reign; the Act of Uniformity was often ignored and increasingly recusancy fines were collected. Answers will emphasise the growing threat from Puritans during the latter years of her reign - within Parliament and amongst her own Privy Council and the south-east of England in general. When John Penry was hanged in 1593 the Puritans had a martyr. Elizabeth had dealt well with religious problems but there was a threat from both Catholics and Puritans throughout her reign.*

**Examiners are also expected to award marks for spelling, punctuation and the accurate use of grammar in this question.**

<b>Level</b>	<b>Performance descriptions</b>
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.