



GCSE MARKING SCHEME

SUMMER 2014

**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 2014 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
GCSE HISTORY – THE ELIZABETHAN AGE, 1558–1603

MARKING SCHEME

QUESTION 1

Question 1 (a)

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

Question: **What does Source A show you about cruel sports 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:

- *Popular spectacle; picture shows men and women of all social classes would attend*
- *A bear tethered to a post is set upon by savage dogs*
- *Special 'ring' constructed for the activity*
- *Armed guards.*

Question 1 (b)

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

Question: **Use the information in Source B and your own knowledge to explain why the rich built large country houses and mansions in Elizabethan times.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Copies or paraphrases content; weak use of content only.** [1–2]
e.g. The rich built grand houses out of stone or brick with many windows. The interior of the houses had expensive furniture, carpets and tapestries.

LEVEL 2 **Development of the content with an attempt to provide some explanation. Needs explanation and background knowledge/context for highest mark.** [3–4]
e.g. The rich enjoyed comfortable houses. They had many fireplaces and large well maintained grounds and were very fashionable built in Renaissance style. It was a way for the rich to show off the wealth acquired from trade and following the dissolution of the monasteries. It was also a time of peace.

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 Parliament was becoming more of a problem for Elizabeth by the end of her reign?** [5]

Use 0 for incorrect or irrelevant answers.

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

e.g. Source C tells us that as her reign wore on, Parliament became more difficult to control.

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

e.g. The Source tells us that Parliament's attitude was changing and that it wanted a bigger say in running the country. The war with Spain had left Elizabeth short of money and she had to rely more on Parliament for more taxes. Also, by the 1590's, there was a strong group of Puritan MP's who demanded religious reforms.

The source is likely to be reliable as it comes from a well-established educational website.

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]

e.g. Elizabeth wanted to keep 'affairs of State' as her own prerogative but Parliament wanted the right to discuss issues such as religion, foreign policy and the succession question. The challenge from Parliament clearly became sterner as the reign progressed.

The Source comes from The Open Door Website, which provides very recent research resources for students and teachers and is therefore likely to be objective.

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 power as Queen of England?** [6]

Use 0 for incorrect or irrelevant answers.

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

e.g. Source D is useful because it shows Elizabeth was powerful – she is dressed in expensive clothes and is wearing a lot of expensive jewellery.

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

e.g. The Source shows the Queen surrounded by symbols of imperial majesty, for example, the pearls are symbols of purity/virginity and wealth, the Crown of England and the Globe refers to her overseas empire. The portrait was painted shortly after the defeat of the Spanish Armada.

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

e.g. Expect answers to make specific reference to the detail of the painting; for example, the background of the painting are scenes from the Spanish Armada – Elizabeth’s greatest triumph [on the left fire–ships attacking Spanish fleet and on the right, the ‘protestant wind’ blows the Spanish onto the rocky coast] and/or Elizabeth has her fingers over the Americas. It is an official portrait.

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]

e.g. Elizabeth was way ahead of her time in her grasp of public relations. Carefully vetted portraits were produced to impress and project the power of the Queen and State. There was a growing demand for images of the Queen to be displayed in country houses and this demand was met by artists producing images of Elizabeth working from approved ‘face patterns’ and drawings. A historian would need to bear in mind the purpose of producing portraits when considering its usefulness.

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 causes of poverty in Elizabeth's reign?** [8]

Use 0 for incorrect or irrelevant answers.

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

e.g. Source E tells us poverty was the fault of the lazy, idle poor themselves but Source F tells us there were many reasons for poverty such as a change in farming practice.

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

e.g. Source E tells us that the poor were lazy and did not want to work and that they preferred to spend their time in ale-houses and to wander about breaking the law. This was the view of Edward Hext, a JP at the time. Source F is by a leading historian and provides many reasons for the cause of Elizabethan poverty including a rise in population, change in farming practice and the high price of corn.

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

e.g. Source E is clearly biased and blames the poor themselves for their plight, he does not consider any other possible factors. As a JP, he would be concerned about the law breaking associated with the wandering poor. Source F was written by a leading historian and he will have considered all the factors that caused poverty. Hill emphasises that there were many factors for poverty and that these were beyond the control of the poor. The historian draws 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]

e.g. The two sources provide different reasons for poverty and responsibility. Hext is definitely affected by the conditions in which he was writing. As a JP, he was responsible for collecting the 'poor rate' from landowners such as himself. He is writing to Burleigh, Elizabeth's chief minister as Vagrancy was a major problem as the reign wore on prompting the government to pass the Poor Law Act of 1601. On the other hand, Source F was written by a leading historian, writing a book for University students in 1966 and he will have formed his interpretation from a more reasoned and distant perspective. Hill clearly attaches the blame for poverty on the wealthy because they changed farming practices, denying work for the landless poor and contrived to raise the price of corn.

QUESTION 2

Question 2 (a)

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

Question: **Describe the Religious Settlement of 1559.** [4]

Use 0 for incorrect or irrelevant answers.

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

e.g. Her settlement of 1559 made England Protestant. But Elizabeth created a Church that both Protestants and Catholics could attend as she wanted an end to religious conflict.

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

e.g. Her settlement was a 'middle way' though England was clearly Protestant. The Settlement was created by two acts of Parliament. The Act of Supremacy which made Elizabeth Supreme Governor of the Church of England. The Act of Uniformity made church attendance compulsory and all services to use the Common Prayer Book. It was a Protestant Church but with some concessions to make it acceptable to most Catholics.

Question 2(b)

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

Question: **Explain why the Puritans became a threat to Elizabeth.** [5]

Use 0 for incorrect or irrelevant answers.

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

e.g. The Puritans were a threat as they challenged Elizabeth's Religious Settlement and wanted to see the church simplified.

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

e.g. Puritan support was growing in the South East of England, amongst influential and wealthy men. There was pressure in the form of pamphlets, by men such as John Penry and William Stubbs, calling for a simpler form of worship and an end to Catholic 'practices' within the Church of England. They also had supporters in government; influential Privy Councillors such as Leicester and Walsingham were Puritans as were many MP's and JP's. Members of the House of Commons such as Strickland, Cope and Wentworth introduced measures to ban vestments, abolish the bishops and establish a new Prayer Book.

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

e.g. As well as the above, answers may well refer to the fact that the Puritans never became involved in any plots to overthrow Elizabeth, like the Catholics did. After the defeat of the Armada, the threat within Parliament increased.

Question 2(c)

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

Question: **Why was Mary Queen of Scots important in the Catholic plots against Elizabeth?** [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]

e.g. Between 1568 and 1587, MQS was ‘implicated’ in several Catholic plots against Elizabeth. The intention was to murder Elizabeth and replace her with Mary.

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]

e.g. MQS’s arrival in England in 1568 and the Pope’s excommunication of Elizabeth in 1570 paved the way for a series of plots to dethrone Elizabeth. MQS became the focus of these plots. The Pope actively encouraged English and foreign Catholics to plot against Elizabeth and replace her with MQS. There were serious attempts, such as the Revolt of the Northern Earls (1569), Ridolfi (1571), Throckmorton (1583) and Babington (1586) plots to overthrow Elizabeth. The Kings of France and Spain supported the plots and MQS’s claim to the throne.

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

e.g. Between 1570 and 1587, there was a real threat to Elizabeth from the Catholics and MQS was at the heart of these plots. Elizabeth’s government (Walsingham’s spy network) monitored the Catholic population carefully and reinforced the recusant fines. Nearly 200 Catholics were executed and many more imprisoned during Elizabeth’s reign. There is no doubt that MQS was very important to the Catholic plots – no sooner than she arrived in England that it sparked the Revolt of the Northern Earls. The English Catholics had not posed any threat before MQS’s arrival. Even if she was not actively involved in all the plots, she was the focus of the plots as English Catholics and foreign powers considered her the rightful Queen.

QUESTION 3

Question 3

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

Question: **Was Elizabeth always successful in her foreign and maritime affairs?** [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]

e.g. Yes/No. Elizabeth was successful – the Spanish Armada was defeated and/or Hawkins established a slave trade.

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.

e.g. Answers will assert that Elizabeth was successful in her foreign and maritime affairs. By remaining unmarried, she successfully kept England safe from foreign invasion. When the Armada sailed in 1587, it was defeated. English sailors had successfully embarked on voyages of discovery to all corners of the globe and brought great wealth to England. There might be a reference to less successful ventures, for example, the failure of the Virginian colony and/or the search for a north–west passage.

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.

e.g. answers will begin to offer a judgement with good reasoning. Answers will consider her successful in her foreign and maritime affairs. As well as defeating the Spanish Armada, English seadogs operated successfully in the Spanish Main. Successful voyages by Drake and others opened up trading opportunities for English merchants in many parts of the world, including the Americas, Russia and the Far East which brought great wealth to the country. Hawkins established a lucrative slave trade between Africa and the Americas. However, Raleigh's attempts to colonize Virginia 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.

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

e.g. Answers will clearly evaluate the issue in the question. Answer will discuss the extent of Elizabeth’s success. Expect answers to conclude that she was very successful – making England a leading world power. Answers at this level will need to address her failures – failure of the north–west passage, of the Virginia colony and that in the 1590’s Elizabethan seamen were less successful.

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

Level	Performance descriptions
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.