GCSE MARKING SCHEME

SUMMER 2017

HISTORY - STUDY IN-DEPTH
THE ELIZABETHAN AGE, 1558-1603
4272/01
INTRODUCTION

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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 questions 1(c) and question 3(b). 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:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
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</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format</td>
</tr>
<tr>
<td>Level 3</td>
<td>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</td>
</tr>
<tr>
<td>Level 4</td>
<td>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</td>
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</tbody>
</table>
Question 1 (a)

Target: Understanding of source material; recall of own knowledge

Mark allocation: 

<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
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</table>

Question: Use Source A and your own knowledge to describe a rich Elizabethan home. [3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, paraphrasing or brief description of source only. [1]

Eg: The rich lived in very large mansions.

LEVEL 2 Brief description of the source with some own knowledge or detailed description of the source. [2]

Detailed description of the source and own knowledge. [3]

Eg: The rich lived in large houses made of stone and brick with many windows. They had fireplaces. They had large well maintained grounds. The interior of the houses had expensive furniture, carpets and tapestries. They had a number of servants.
**Question 1 (b)**

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge; explanation of causation of an historical event</th>
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<tr>
<td>Mark allocation:</td>
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**Question:** Explain why the Privy Council was important to Elizabeth’s government. [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

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

*Eg:* The Privy Council was the most important instrument of government and helped the Queen to rule the country effectively. It had a number of her most trusted supporters such as Cecil, Walsingham and Leicester as members.

**LEVEL 2**

More detailed and accurate explanation; gives more than one reason. [3-4]

*Eg:* She chose a regular group of 12 – 20 men and they would meet nearly every day. They would stay and travel with the Queen. The Council was deliberately kept small in order to be more efficient and their main purpose was to advise her on matters of state.

**LEVEL 3**

Full explanation which is focused and explains a range of reasons. [5-6]

*Eg:* Elizabeth chose her Councillors from different factions so she had a range of different views held by influential people to help make her decisions. Privy Councillors kept a close eye on developments in the country and ensured there were no ‘threats’ to the Queen. Some members would sit in the Houses of Parliament to monitor and direct discussions.
Question 1 (c)

Target: Analysis and evaluation of source material; quality of written communication

Mark allocation: AO1 AO2 AO3

Question: Why do Sources B and C have different views about the Elizabethan theatre? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources, or brief reference to authors. [1-2]

Eg: Source B tells us that the theatre was very popular with people of all social classes. Source C tells us the theatre attracted all manner of ‘low life’ and that plays should be banned.

LEVEL 2 Starts to offer limited explanation of difference in terms of the content and authorship of the sources. [3-4]

Eg: The sources say different things about the Elizabethan theatre. Source B was written by a visitor to London and Source C was written by the Mayor of London. The visitor is in favour of the theatre and discusses how popular and entertaining the plays were whereas the Mayor is very much against public showing of plays because of the problems they created.

LEVEL 3 Examines more fully the difference in the views with clear reference to both content and authorship of the sources; some analysis of each view is seen. [5-6]

Eg: There is considerable difference in view shown in the two sources. The author of Source B clearly enjoyed his visits to the London theatres and concentrates on the positive aspects of the experience. On the other hand, Source C was written by the Lord Mayor of London and as a Puritan he would strongly disapprove of the public attending plays. He wanted the government to ‘ban’ plays on the grounds they attracted all sorts of ‘law breakers’ and were responsible for spreading disease.

LEVEL 4 Balanced and developed explanation of the difference in the sources; good analysis of the authorship of the sources and use of contextual knowledge. [7-8]

Eg: Though both sources are contemporary accounts, and are dated close to each other, there is considerable difference of view shown. In Source B, Platter provides a very positive account of his visits to London theatres. As a foreign visitor he is clearly impressed by the spectacle and has enjoyed his experience. He is providing a personal account and view. On the other hand, Source C was written by the Lord Mayor of London and provides a very negative view. As a Puritan he would strongly disapprove of people attending afternoon theatre visits and seeking entertainment at the expense of working. As the Mayor he would also be responsible for law and order and public health which were affected by theatre gatherings.
QUESTION 2

Question 2(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of historical features</th>
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<td>Mark allocation:</td>
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Question: Describe Puritan opposition to Elizabeth. [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg:* Puritans demanded a simpler form of religion; they wanted to cleanse the Church of England of Catholic traits. Later in her reign Puritans within Parliament opposed Elizabeth.

LEVEL 2 More detailed and accurate understanding shown. [3-4]

*Eg:* Men such as John Penry and William Stubbs wrote pamphlets demanding a simpler form of religion; they wanted to rid the Church of England of statues, pictures and priests wearing vestments, etc. MPs such as Strickland, Cope and Wentworth introduced measures in Parliament to ban vestments, abolishing the episcopacy and replacing the Common Prayer Book.
Question 2(b)

Target: Recall and deployment of knowledge; explanation of causation of an historical event

Mark allocation: AO1  AO2  AO3

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<thead>
<tr>
<th></th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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Question: Explain why Catholics were a serious threat to Elizabeth. [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: After 1569 the Catholics in England plotted to dethrone Elizabeth – the Northern Earls, Ridolfi, Throckmorton and Babington Plots. The aim of the plots was to dethrone Elizabeth and replace her with MQS and make England Catholic. Discussion of the plots and little else will keep the answers in level 1.

LEVEL 2 More detailed and accurate explanation; gives more than one reason. [3-4]

Eg: The Catholic plots were very serious. Not only did they have, at one time or another, the support of powerful English nobles such as the Duke of Northumberland and the Duke of Norfolk they also had foreign support in the form of the Pope, Kings of France and the most powerful ruler in Europe, Philip II of Spain. The Catholic plots were supported with the promise of foreign armed soldiers which made the threat very serious to Elizabeth.

LEVEL 3 Full explanation which is focused and explains a range of reasons. [5-6]

Eg: The presence of MQS in England (though imprisoned) and Elizabeth’s excommunication by the Pope (1570) encouraged the English Catholics to plot against Elizabeth. MQS was seen as the rightful Queen by the Catholics; her presence gave a focus to the plots. She was implicated in most if not all the plots. At the very top level candidates might make reference to the fact that the majority of English Catholics remained loyal to Elizabeth, even after 1570, but the seriousness of the plots cannot be denied.
Question 2(c)

<table>
<thead>
<tr>
<th>Target: Analysis and evaluation of concept of change and continuity; recall and deployment of knowledge; explanation of key features of an historical period</th>
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<td>Mark allocation: AO1</td>
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Question: Why was the Religious Settlement of 1559 important? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; lack of focus, or description only. [1-2]

*Eg: The Religious Settlement of 1559 was a 'middle way' in religion that created a Church that was acceptable to most Protestants and Catholics.*

LEVEL 2 Answer which begins to address the concept of importance; will mostly tend to describe. [3-4]

*Eg: The Religious Settlement of 1559 was important in defining England’s religion at the start of Elizabeth’s reign. The Religious Settlement was based on two Acts of Parliament. The first, the Act of Supremacy created the Church of England and installed Elizabeth as Supreme Governor of the Church. This was 'backed up' by the Act of Uniformity whereby all church services were to be in English and adhere to the Book of Common Prayer. Attendance at services was obligatory and non-attendance punishable.*

LEVEL 3 Accurate answer which focuses on the concept of importance with some contextual support. [5-6]

*Eg: On Elizabeth’s accession the country was seriously divided by religion. There had been much conflict since Henry VIII’s break with Rome, but especially during Mary I’s reign and her attempts to return England to Catholicism and the many executions for religious beliefs. The fact that Elizabeth addressed the country’s religious situation as a priority outlines the importance of securing a religious settlement. Parliament was involved to gain the backing of the country’s nobles. Elizabeth realised the importance of a religious settlement and wanted religious harmony from the start of her reign.*

LEVEL 4 Detailed analysis of the key concept within the historical context; provides a reasoned evaluation of extent of importance. [7-8]

*Eg: Elizabeth saw religious unity as the key to peace and prosperity for England and for her acceptance as Queen. Overall the ‘via media’ was successful and therefore important in making Elizabeth’s reign successful. The Church created by Elizabeth was Protestant but with concessions to Catholics and as a result acceptable to most of her subjects.*
QUESTION 3

Question 3(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of historical features</th>
</tr>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<tr>
<td>4</td>
<td>4</td>
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Question: Outline briefly why the Spanish Armada was defeated.[4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, listing weak or implied points. [1-2]

Eg: The Armada was defeated by the English use of ‘fire ships’ and further destroyed by storms at sea.

LEVEL 2 Deploys a more accurate and focused list of factors. [3-4]

Eg: The English had superior ships and better Commanders. The English set alight unmanned ships filled with tar and gunpowder and let to drift into Calais harbour where the Spanish Armada was moored. The sight of the ‘fire ships’ made the Spanish panic and scatter causing extensive damage and losses. As they fled northwards, pursued by Lord Howard, they encountered heavy storms in the North Sea that caused further damage.
Question 3(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis of concept of success; quality of written communication</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<tr>
<td>15</td>
<td>4</td>
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Question: How successful was Elizabeth in increasing her country’s influence overseas? [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

_Eg: Elizabeth was successful - she defeated the Spanish Armada and/or her sailors sailed to many new parts of the world._

LEVEL 2 Answer begins to discuss the issue set in the question. [4-6]

To distinguish between 4 and 6 marks apply the following:
For 4 marks: A one-sided answer with some contextual support OR a very weak two-sided answer with little contextual support.
For 5-6 marks: A developed one-sided answer with contextual support OR a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

_Eg: Answers will assert that Elizabeth successfully increased England’s influence overseas as she managed to keep foreign suitors at bay and avert an early invasion and therefore kept England safe. English sailors, such as Drake and Hawkins generally had the better of Spanish sailors in the Spanish Main – plundering Spanish colonies and treasure ships. However all attempts to establish English colonies failed, for example, Raleigh’s in North America._

LEVEL 3 Answer is mainly a reasoned analysis of the issue set in the question. [7-9]

To distinguish between 7 and 9 marks apply the following:
For 7 marks: A very good one-sided answer with contextual support OR an unbalanced two-sided response with contextual support.
For 8-9 marks: A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

_Eg: Answers will begin to offer a judgement with good reasoning. Answers will provide a balanced discussion with examples of Elizabeth increasing England’s influence overseas against failures. During her reign English seamen successfully challenged the Spanish and Portuguese monopoly in maritime affairs – for example Hawkins established the English in the slave trade. Raleigh brought back potatoes and tobacco. During her reign English sailors established trading posts in Russia, China and the West Indies. However all attempts to find a North West Passage to China failed._
LEVEL 4  Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question. [10-12]

To distinguish between 10 and 12 marks apply the following:
For 10 marks: A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support.
For 11-12 marks: A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support. Award the higher mark for the quality of contextual support.

Eg: Answers will clearly evaluate the issue in the question. By 1603 England had become the greatest sea power in the world. At the start of her reign English trade was confined to northern and western Europe (Spain, Portugal, France, Denmark, Norway) but by the end of her reign England was trading in the Far East (Spice Islands), West Indies, China and Russia. Successful trading companies, such as the East Indies Company, Levant Company and the North Sea Company were established in the 1580s and increased England’s influence overseas. These provided England with great wealth and goods. Though there were failures, notably, the failure to establish a North American colony, Willoughby and Chancellor's failure to find the North West Passage did result in establishing the Muscovy Company.

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</td>
<td>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.</td>
</tr>
<tr>
<td>1 mark</td>
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</tr>
<tr>
<td>Intermediate performance</td>
<td>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.</td>
</tr>
<tr>
<td>2 marks</td>
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<tr>
<td>High performance</td>
<td>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.</td>
</tr>
<tr>
<td>3 marks</td>
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