SUMMER 2018

GCSE (LEGACY)
HISTORY UNIT 2 - STUDY IN-DEPTH
THE ELIZABETHAN AGE, 1558-1603

4272/01
INTRODUCTION

This marking scheme was used by WJEC for the 2018 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>
</tr>
</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>
</tr>
</tbody>
</table>
Question 1 (a)

Target: Understanding of source material; recall of own knowledge

Mark allocation: AO1 AO2 AO3

3 1 2

Question: Use Source A and your own knowledge to describe the translation of the Bible into Welsh. [3]

Use 0 for incorrect or irrelevant answers.

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

Eg: The first complete Welsh Bible was translated by William Morgan.

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: A translation of the New Testament in Welsh appeared in 1567. Elizabeth, by means of an Act of Parliament, ordered the translation of the complete Bible and that a copy was to be placed in every Church in Wales. It took six years and was completed in 1588. Some candidates may refer to the actual process.
Question 1 (b)

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

**Mark allocation:**

<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tbody>
<tr>
<td>6</td>
<td>2</td>
<td>4</td>
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**Question:** Explain why Puritans posed a threat to Elizabeth during her reign. [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg:* The Puritans were a threat to Elizabeth throughout her long reign. They wanted a simpler Church of England and worship and ‘challenged’ the Queen’s religious settlement.

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

*Eg:* Men such as John Penry and John Stubbs produced and circulated pamphlets demanding a simpler form of worship and an end to what the Puritans considered Catholic ‘practices’ within the Church of England. Puritan support was strong in the South East of England amongst influential and wealthy men; many JPs were Puritan. They also had support in government-influential Privy Councillors, such as, Leicester and Walsingham were Puritan.

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

*Eg:* Throughout her reign there was a growing Puritan threat to Elizabeth from within Parliament. Within the House of Commons men such as Strickland, Cope and Wentworth introduced measures calling for the ban on vestments, abolition of the episcopacy and a reformed Common Prayer Book. After the defeat of the Armada and for the remaining years of her reign the Puritans posed a greater threat than the Catholics as they increasingly challenged her religious settlement. The seriousness of this threat is emphasised by her appointment of John Whitgift as Archbishop of Canterbury in order to make the Puritans conform.
Question 1 (c)

| Target: Analysis and evaluation of source material; quality of written communication |
|---|---|---|
| Mark allocation: | AO1 | AO2 | AO3 |
| 8 | 8 | 8 |

Question: Why do Sources B and C have different views about the treatment of Catholics during Elizabeth’s reign? [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 most Catholics accepted Elizabeth’s religious settlement.
Source C shows us a Catholic priest being tortured.

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 treatment of Catholics. Source B was written by an historian and Source C is a drawing made in Rome in 1584. The historian will have done research whereas the drawing shows how harshly Catholics were treated in England.

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 a considerable difference in attitude shown by the two sources. The author of Source B emphasises how leniently Catholics were treated by Elizabeth and her government. The source is probably well researched and the author’s intention will be to provide accurate historical information for GCSE history students. On the other hand Source C was written in Rome and clearly wants to show contemporaries how harshly Catholics were treated in England. The source shows a Catholic priest being tortured on the rack.

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: The two sources provide clearly contrasting views about the treatment of Catholics. The historian tells us Elizabeth’s religious settlement was accepted by most; only 250 priests refused to take the oath of allegiance and lost their positions. Also fines for non-attendance of church services were not strictly enforced. The author is describing the situation in 1568 and before the Catholics in England became a ‘real’ threat. Source C shows Campion being tortured on the rack. This drawing was produced in 1584, by which time Elizabeth’s government was very worried by the threat posed by the Catholics. After MQS’s arrival in England and Elizabeth’s excommunication in 1570 there were numerous catholic ‘plots’ to dethrone Elizabeth. Therefore, though Source C is accurate in its view of the treatment of Catholics it does not consider the change in relationship between Elizabeth and the Catholics. The drawing was probably produced to create a reaction from Catholic countries and kings.
Question 2(a)

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge; understanding of historical features</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tr>
<td>Mark allocation:</td>
<td>4</td>
<td>2</td>
<td>2</td>
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</table>

Question: Describe Elizabeth’s relations with France and Spain in 1558. [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: In 1558 England and Spain were keen to maintain the friendship of Mary I’s reign; Philip had hopes of marrying Elizabeth. England and France were traditional enemies and France had close ties with Scotland.

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

Eg: France and Spain were Catholic countries and stronger than England and therefore posed a threat to Elizabeth. However there were numerous reasons for Elizabeth and Philip II to maintain friendly relations, such as,

- Elizabeth was short of money and did not want to antagonise the most powerful country in the world.
- By remaining on friendly terms with Elizabeth Philip could continue to use the English Channel, the easiest and cheapest route to the Netherlands.
- Philip did not want Elizabeth replaced by MQS because of the latter’s close ties with France.

On the other hand France and England had been enemies for years and were at war in 1558. France controlled Scotland and MQS was married to the heir of the French throne.
**Question 2(b)**

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; explanation of causation of an historical event</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<tr>
<td>6</td>
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**Question:** Explain why the Spanish Armada was defeated. [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg:* The tactics used by the English navy were superior. For example, they sent ‘fire-ships’ into Calais where the Armada was anchored. This caused panic in the Spanish ranks and when they broke their tight crescent formation and fled they were ‘easy’ targets for the English fleet.

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

*Eg:* As well as better tactics the English had superior ships. The English ships were smaller, faster and more manoeuvrable than the bulky Spanish galleons. Avoiding close combat the English ‘fired’ at the Spanish from a safe distance using their superior long range cannons.

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

*Eg:* Spanish weaknesses and failings contributed. The Spanish commander, the Duke of Medina Sidonia was less experienced than the English commanders, Drake and Hawkins. The failure of the Duke of Parma to meet up with the Armada in Calais for the invasion left the Armada vulnerable to the ‘fire-ships’. The weather, also, was a factor. The Spanish fleet was blown northwards and many perished in the rough seas, off the west coast of Ireland and from a shortage of supplies and water.
Question 2(c)

| Target: Analysis and evaluation of concept of change and continuity; recall and deployment of knowledge; explanation of key features of an historical period |
| AO1 | AO2 | AO3 |
| 8 | 2 | 6 |

Question: Why was Sir Francis Drake’s voyage around the world in 1577-80 important? [8]

Use 0 for incorrect or irrelevant answers.

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

Eg: Drake sailed around the world in 1577-80, attacking Spanish territories in the New World. He set sail under great secrecy; even his crew did not know where they were sailing.

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

Eg: Drake was the first Englishman to circumnavigate the globe and returned to England a national hero. He was knighted and made an admiral by Elizabeth. He launched many successful attacks on Spanish settlements in the Americas and on Spanish treasure ships amassing a large booty of Spanish gold, silver, coins and jewels, etc. Whilst his exploits infuriated the King of Spain they encouraged other English sailors to emulate him.

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

Eg: The voyage was important for the wealth it generated. Drake returned with a cargo worth £140,000 (£2 million today). He himself made £10,000 and his investors, which included the Queen and some courtiers such as Sir Christopher Hatton, received £40 for every £1 invested. It stimulated further exploration by English sailors.

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

Eg: The ‘voyage’ was important as it provided invaluable lessons and experience in the skills of seamanship which was to help England defeat the Armada in 1588. It showed that tight discipline of crew members was required on long voyages. The voyage was also important in claiming new lands for Elizabeth, for example, New Albion and in securing valuable trading contacts and rights for English merchants, for example, in the Spice Islands.
Question 3(a)

| Target: Recall and deployment of knowledge; understanding of historical features |
|---------------------------|-----------------|-----------------|
| Mark allocation: | AO1 | AO2 | AO3 |
| 4 | 4 | |

**Question:** Outline briefly the role of Justices of the Peace (JPs) in Elizabethan times. [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: The JP helped keep law and order by organising policing (constables and watchmen) and bringing wrong-doers before the courts.*

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

*Eg: The JPs were very important local government officials. During Elizabeth’s reign their responsibilities and importance increased substantially. As well as sitting as justices in the quarter session courts to administer justice for minor offences they were given other responsibilities such as making sure royal proclamations were carried out, licencing ale-houses, repairing bridges and overseeing the Poor Law, etc.*
Question 3(b)

Target: Recall and deployment of knowledge; analysis of concept of success; quality of written communication

Mark allocation: AO1 AO2 AO3 SPG

15 4 8 3

Question: How successful was Elizabeth in controlling the government of the country? [12+3]

Use 0 for incorrect or irrelevant answers.

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

Eg: Elizabeth successfully controlled the government of the country as she remained on the throne for 47 years and/or by the end of her reign England was one of Europe’s most powerful countries. The country enjoyed peace until 1588 when she successfully saw off the Armada.

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 had good control of the country’s government. At national level the Royal Court and Privy Council helped maintain control. Throughout her reign she was able to rely on leading ministers such as Burleigh, Leicester and Walsingham who advised her on important matters of state. However she did have problems controlling her Parliaments who wanted a simpler form of worship and greater power.

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 greater detail on the function and loyalty of the Privy Council, for example reference to regularity of meetings, overseeing Parliamentary debates, Walsingham’s spy network, or similar. Answers may address the Queen’s popularity and skill in handling her courtiers and factions. Expect answers to consider the increasing importance of local government – the role of JPs and Lord Lieutenants. However parliament became increasingly ‘challenging’ and wanted to discuss matters such as, religion, foreign policy and the Queen’s successor.
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. Answers will state that Elizabeth successfully controlled the government of the country but also address issues that challenged her. Detailed knowledge of how she controlled the country at national and local level will be provided, for example, emphasising the increasing importance of JPs in maintaining law and order and making sure that her policies and proclamations were carried out in the countryside. Though she maintained a relatively firm control of Parliament, especially in the 1570s and 1580s when she was at the height of her powers, she was increasingly ‘challenged’ as her reign progressed. MPs, such as Cope and Wentworth, consistently demanded free speech and discussing matters of state, especially in the latter years of her reign.

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>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td><strong>Threshold performance</strong></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><strong>Intermediate performance</strong></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>
<tr>
<td><strong>High performance</strong></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>
<td></td>
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