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# **GCSE MARKING SCHEME**

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**SUMMER 2016**

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

## INTRODUCTION

This marking scheme was used by WJEC for the 2016 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:

<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 4272/01

UNIT 1: STUDY IN-DEPTH

THE ELIZABETHAN AGE, 1558-1603

MARKING SCHEME

**Question 1 (a)**

<i>Target:</i>	<i>Understanding of source material; recall of own knowledge</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>3</b>	<b>1</b>		<b>2</b>

Question: **Use Source A and your own knowledge to describe the tactics used by English ships against the Armada. [3]**

Use 0 for incorrect or irrelevant answers.

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

*Eg: Source A shows the English used fire-ships.*

**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 English fleet followed the Armada up the English Channel. When the Armada was anchored off Calais, the English sent in eight fire-ships (unmanned ships filled with tar and gunpowder). This caused panic among the Spanish and they 'cut their cables', breaking their crescent formation, and fled northwards. Lord Howard pursued them and the smaller more manoeuvrable English vessels were able to get close to the Spanish and fire on them.*

**Question 1 (b)**

Target:	Recall and deployment of knowledge; explanation of causation of an historical event		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>4</b>	

Question: **Explain why Sir John Hawkins was important.** [6]

Use 0 for incorrect or irrelevant answers.

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

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

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

*Eg: By successfully capturing a large party of negro slaves in West Africa and transporting and selling them to sugar plantation owners in the West Indies and American mainland Hawkins broke the Spanish and Portuguese monopoly in the slave trade. It was to develop into a major business linking Liverpool, West Africa and the Americas and encouraged others to become involved.*

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

*Eg: It was a very profitable business and brought great wealth to many, including the Queen and courtiers such as Cecil who were shareholders. The attack on Hawkins by the Spanish at San Juan Ulua in 1567 was an important event in the deterioration of Anglo-Spanish relations. Hawkins is credited with designing a new type of fighting galleon (faster, lower and better able to withstand bad weather) that defeated the Spanish Armada. He was experienced in fighting at sea and was a Vice-Admiral to Lord Howard during the invasion.*

**Question 1 (c)**

Target:	Analysis and evaluation of source material; quality of written communication		
Mark allocation:	AO1	AO2	AO3
<b>8</b>			<b>8</b>

Question: **Why do Sources B and C have different views about Elizabethan attempts at exploration and expanding trade?** **[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 English sailors were very successful and opened up many trading opportunities all over the world.*

*Source C tell us that Raleigh's attempts to establish a North American colony was an expensive failure.*

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

*Eg: The sources say different things about the success of English voyages of discovery. This is to be expected as Hakluyt is writing at the time and is a supporter of the voyages. Source C was written by a historian as recently as 1999.*

**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 view shown in the two sources. The author of Source B provides a very positive account of the voyages and emphasises the benefits of the voyages – providing expensive goods in the country, work opportunities to the unemployed as well as opening up trade opportunities for English merchants.*

*Source C provides a very negative account of the voyages by referring to Raleigh's attempts to set up a colony in North America as an expensive failure. Source C is probably well researched and the author's intention is to provide accurate historical information for GCSE history students.*

**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 success of English sailors' attempts at exploration and expansion of trade. Hakluyt is a supporter of the voyages and clearly wants to encourage more English sailors to become involved. He emphasises the benefits to the country and would not include any negative information. Source C has a different agenda altogether. As a historian he/she would want to provide a balanced and accurate account. As well as discussing the successes of the voyages the historian would want to inform the readers of the failures as well.*

**Question 2(a)**

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

Question: **Describe an Elizabethan theatre.** **[4]**

Use 0 for incorrect or irrelevant answers.

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

*Eg: Purpose built open-air venues for performances of popular plays. Many, such as The Globe, The Swan and The Curtain were opened during Elizabeth's reign.*

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

*Eg: Theatres were usually round in shape with an elevated stage in the yard. It was popular with all classes; the wealthy would sit on covered seats in the galleries whilst the poor (groundlings) stood in the pits in front of the stage. Plays were performed in the afternoon because there was no artificial lighting. All the actors were men and performed plays (tragedies and comedies) by playwrights such as Shakespeare.*

**Question 2(b)**

Target:	Recall and deployment of knowledge; explanation of causation of an historical event		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>4</b>	

Question: **Explain why there was so much poverty in Elizabethan times.** [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Poverty increased in Elizabethan times as there was a rise in unemployment. A big reason for this increase was the change in farming practice; from arable farming to sheep rearing.*

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

*Eg: Growing crops had provided work for farm labourers but sheep rearing does not require many workers. Landowners were changing because wool production was lucrative. Many rich landowners were 'enclosing' common land resulting in the loss of grazing land for the poor.*

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

*Eg: There were a range of reasons for so much poverty in Elizabethan times. As well as the above expect reference to an increase in the population making jobs scarce. It was a time of inflation which pushed food prices up making life even more difficult for the poor. Elizabethan times were peaceful and there was no need for large armies. There was an inadequate provision for the unemployed and poor.*

**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		
Mark allocation:	AO1	AO2	AO3
8	2	6	

Question: **Why was the issue of ‘freedom of speech’ important in Elizabeth’s relationship with Parliament?** [8]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Some MPs demanded the right to ‘free speech’ which meant the right to discuss any matter of state inside Parliament. Elizabeth only wanted Parliament to discuss matters she wanted advice on.*

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

*Eg: From early on some MPs were concerned by Elizabeth’s lack of an heir; they wanted her to marry as soon as possible. MPs, such as Peter Wentworth argued that Parliament should have the right to ‘free speech’ and discuss such matters. The question of the Queen’s succession and freedom of speech led to a long quarrel between Elizabeth and her Parliaments.*

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

*Eg: Free speech became a very important issue in Elizabeth’s relationship with Parliament. Not only did MPs demand the right to discuss the ‘succession’ but also other matters of state such as religion and foreign policy. Elizabeth, like her predecessors, maintained that these were private matters and her prerogative. In the latter years of her reign there was a strong Puritan element in Parliament who demanded religious reform, such as, abolishing the episcopacy and replacing the Prayer Book.*

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

*Eg: Freedom of speech was very important and was the key to Parliament ‘challenging’ Elizabeth’s authority. Parliament demanded the right to discuss any matters of state. This was a huge development on its traditional role of passing laws to support the monarch’s policies and raising taxes. This was unacceptable to Elizabeth and she resorted to closing Parliament without notice and imprisoning MPs such as Wentworth, Cope and Throckmorton in the Tower of London. Parliament challenged the Queen by threatening to withhold permission to raise taxes if their religious reforms were met.*

**Question 3(a)**

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

Question: **Outline briefly the importance of translating the Bible into Welsh in 1588.** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Elizabeth ordered the translation and placed a copy in every church in Wales so that 'all who speak Welsh can read and understand' the Bible.*

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

*Eg: Bishop Morgan's translation of the Bible into Welsh was a very important event in Welsh history. The translation of the Bible made the Welsh loyal supporters of the Queen and her Protestant Church. The translation helped preserve the Welsh language.*

**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: **Did Elizabeth always deal successfully with religious problems in her reign?** [12+3]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Elizabeth did successfully (or did not) deal with the religious problems. Most of the people were satisfied with her Church and attended Church services.*

**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 on the whole Elizabeth dealt successfully with religious problems during her reign. Her Religious Settlement of 1559 – through the Act of Supremacy and Act of Uniformity – created a Church of England that was acceptable to the majority of the people of England. However the more extreme Catholics and/or Puritans did cause her problems and she had to deal with these. She successfully thwarted the Catholic plots against her.*

**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 discuss how she dealt with the problems posed by the Catholics and Puritans. Catholic plots, such as the Babington Plot, were successfully uncovered by Walsingham's spy network. After the execution of Mary Queen of Scots there were no more Catholic plots against her. Throughout her reign the Puritans campaigned for religious reform and posed problems by circulating religious tracts (for example, John Penry) and within Parliament. By commissioning the translation of the Bible into Welsh Elizabeth won over the Welsh people to Protestantism and her Church. In order to deal with the Puritan challenge she was forced to close Parliament and imprison some MPs and execute the likes of Penry.*

**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 assert that there were religious problems throughout her reign and that she dealt successfully with them. But expect reference to the fact that Catholic worship was never eliminated during her reign; the Act of Uniformity was often ignored and increasingly recusant fines were collected. The problems posed by the Puritans, especially in the latter years of her reign – within Parliament and amongst her own Privy Council and the south-east of England in general were more difficult to deal with and intensified. Elizabeth had dealt well with religious problems but there was a threat from both Catholics and Puritans throughout her reign.*

**Examiners are 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.