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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**GCSE (NEW)**

**HISTORY**

**UNIT 1: STUDY IN DEPTH - WALES AND THE WIDER  
PERSPECTIVE**

**1A. THE ELIZABETHAN AGE, 1558-1603  
3100UA0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 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.

## MARK SCHEME SUMMER 2019

### UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

#### 1A. THE ELIZABETHAN AGE, 1558-1603

#### Instructions for examiners of GCSE History when applying the mark scheme

##### Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

**GCSE History mark schemes are presented in a common format as shown below:**

This section indicates the assessment objective(s) targeted in the question

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>4</b>			<b>4</b>	

Question: e.g. **What can be learnt from Sources A and B about popular entertainment in Elizabethan times?** [4]

This is the question and its mark tariff.

##### Band descriptors and mark allocations

<b>AO3 4 marks</b>		
<b>BAND 2</b>	<b>Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Generalised answer with little analysis, paraphrasing or describing sources only.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

##### **Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the sources provide much information about popular entertainment in Elizabethan times;*
- *both sources emphasise the popularity of cruel sports;*
- *Source A shows that bull/bear baiting were popular and special arenas were erected to house the sport;*
- *Source A shows large crowds attended and the spectators were close to the action;*
- *Source B shows that cock-fighting was also popular and that fighting cocks were prepared to fight;*
- *Source B shows that cockfights took place in 'cockpits';*
- *Source B shows that the spectators enjoyed betting on the outcome.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

## **Banded mark schemes**

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

### **Banded mark schemes Stage 1 – Deciding on the band**

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

### **Banded mark schemes Stage 2 – Deciding on the mark**

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

## MARK SCHEME

### UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

#### 1A. THE ELIZABETHAN AGE, 1558-1603

##### Question 1

Mark allocation:	AO1	AO2	AO3	AO4
4			4	

Question: **What can be learnt from Sources A and B about popular entertainment in Elizabethan times?** [4]

##### Band descriptors and mark allocations

	AO3 4 marks	
<b>BAND 2</b>	Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.	3-4
<b>BAND 1</b>	Generalised answer with little analysis, paraphrasing or describing sources only.	1-2

Use 0 for incorrect or irrelevant answers.

##### **Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the sources provide much information about popular entertainment in Elizabethan times;*
- *both sources emphasise the popularity of cruel sports;*
- *Source A shows that bull/bear baiting were popular and special arenas were built to house the sport;*
- *Source A shows large crowds attended and that the spectators were close to the action;*
- *Source B shows that cock-fighting was also popular and that fighting cocks were prepared to fight;*
- *Source B shows that cockfights took place in 'cockpits';*
- *Source B shows that the spectators enjoyed betting on the outcome.*

## Question 2

Mark allocation:	AO1	AO2	AO3	AO4
6	2		4	

Question: **To what extent does this source accurately explain the problems associated with the poor?** [6]

### Band descriptors and mark allocations

	AO1 2 marks			AO3 4 marks	
			<b>BAND 3</b>	Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.	4
<b>BAND 2</b>	Demonstrates detailed understanding of the key feature in the question.	2	<b>BAND 2</b>	Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.	2-3
<b>BAND 1</b>	Demonstrates some understanding of the key feature in the question.	1	<b>BAND 1</b>	Very basic judgement reached about the source with little or no analysis or evaluation.	1

Use 0 for incorrect or irrelevant answers.

### Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source accurately identifies problems associated with the poor; law-breaking, such as vagrancy, begging and thieving. It also states they were dangerous;*
- *the author states that the poor had no intention of finding work and preferred a life of idleness and drinking and eating excessively in ale-houses;*
- *the author, Sir Edward Hex, was a JP and therefore responsible for keeping law and order. He is writing in his capacity as a JP and therefore was in a position to understand the problems associated with the poor;*
- *Hex is writing to Lord Burghley, the Queen's chief minister, to express his concerns about the problem of the poor. He is clearly hoping the government will address the problem;*
- *however he may well be exaggerating the problem in order to influence the government to act;*
- *the historical context supports his assessment of the problem associated with the poor. The numbers of the poor increased throughout Elizabeth's reign. However Hex is referring to the wandering poor and does not take into account that these were only a proportion of the 'poor'. There were many more poor people that had little hope of finding work but did not resort to wandering and terrorising the towns and countryside.*

**Question 3**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>12</b>	<b>4</b>	<b>8</b>		

Question: **Why was the translation of the Bible into Welsh a significant religious and cultural development?** [12]

**Band descriptors and mark allocations**

	AO1 4 marks			AO2 8 marks	
<b>BAND 4</b>	<b>Demonstrates comprehensive knowledge and understanding of the key feature in the question.</b>	<b>4</b>	<b>BAND 4</b>	<b>Fully explains the issue with clear focus set within the appropriate historical context.</b>	<b>7-8</b>
<b>BAND 3</b>	<b>Demonstrates detailed knowledge and understanding of the key feature in the question.</b>	<b>3</b>	<b>BAND 3</b>	<b>Explains the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge and understanding of the key feature in the question.</b>	<b>2</b>	<b>BAND 2</b>	<b>Begins to explain the issue with some reference to the appropriate historical context.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates basic knowledge and understanding of the key feature in the question.</b>	<b>1</b>	<b>BAND 1</b>	<b>Mostly descriptive response with limited explanation of the issue.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

*This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:*

- *the translation of the Bible into Welsh had a huge religious and cultural significance for Wales. It was also very significant to Elizabeth;*
- *Elizabeth had introduced the religious settlement in 1559. Fundamental to the success of Protestantism was the availability of the Bible in the native tongue. The Welsh were predominantly Welsh-speakers and the English Bible had no effect and Wales was slow to accept Elizabeth's Church;*
- *in 1563 Elizabeth and Parliament officially sanctioned the translation of the scriptures into Welsh, showing the Queen understood the situation in Wales. By 1567 William Salesbury had produced the New Testament and Common Prayer Book in Welsh;*
- *it was William Morgan who translated the Old Testament (and revised the New Testament) in 1588 and Elizabeth ordered that 'one Bible be put in every church throughout Wales so that all who speak Welsh can read and understand';*
- *the most significant effect of the translation was that Wales did embrace Elizabeth's Church and strengthened the Protestant hold on Wales;*

- *in reality very few Welsh people could read the new Welsh Bible, but it meant that church services could be conducted in Welsh and that the congregation could hear the Bible read to them in a language they understood;*
- *Morgan's Bible had a significant effect on Welsh culture and Welsh heritage. Unlike Salesbury's effort Morgan wrote in a fluent style which was very easy to understand as he adopted the prose of ordinary people. It provided the Welsh people with a standard written form which resulted in a rapid growth in Welsh-medium books being published;*
- *as a result the Welsh became loyal supporters of the Queen and it was significant in nullifying the threat of a 'Catholic' Wales supporting a foreign invader.*



**Question 4**

Mark allocation:	AO1	AO2	AO3	AO4
12	2	10		

Question: **Explain the connections between any THREE of the following:** [12]

- **Mary Queen of Scots**
- **Catholic plots**
- **Philip II of Spain**
- **Walsingham's spy network**

**Band descriptors and mark allocations**

AO1 2 marks			AO2 10 marks		
			<b>BAND 4</b>	Fully explains the relevant connections between the chosen features, set within the correct historical context.	<b>8-10</b>
			<b>BAND 3</b>	Explains the connections between the chosen features, set within the correct historical context.	<b>5-7</b>
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	<b>2</b>	<b>BAND 2</b>	Begins to explain the connections between the chosen features.	<b>3-4</b>
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	<b>1</b>	<b>BAND 1</b>	A basic, unsupported explanation of connections between the chosen features.	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

*All the features mentioned were important aspects of the Catholic threat; connections identified may include:*

- *Mary Queen of Scots was connected to the Catholic plots. MQS arrived in England in 1568. As the legitimate heir to the childless Elizabeth her presence became a constant threat. To many of England's Catholics she was the rightful Queen. Though imprisoned throughout her time in England she became the focal point of numerous Catholic plots to dethrone Elizabeth. Between 1569 and 1586 the Revolt of the Northern Earls, the Ridolfi plot, the Throckmorton plot and Babington plot intended to dethrone Elizabeth and replace her with MQS;*
- *MQS was connected to Philip II of Spain. The Catholic plots to overthrow Elizabeth involved English nobles acting with foreign support in the form of the Pope, kings of France and Philip II of Spain. Though Philip supported the plots with money (Throckmorton plot) and the promise of soldiers (Ridolfi and Babington plots) he didn't really want MQS as queen because of her close ties with France;*

- MQS was connected to Walsingham's spy network. Walsingham a member of the Privy Council ran a very efficient spy network that was responsible for uncovering the many Catholic plots against Elizabeth. It was this spy network that intercepted, read and de-ciphered the coded messages between MQS and Anthony Babington. Though MQS was widely suspected of being involved in previous plots until the Babington plot there was little proof. Walsingham produced concrete proof of her involvement in the Babington plot. After his arrest Babington confessed and implicated MQS. This led to MQS being put on trial for treason and on being found guilty executed at Fotheringay castle;
- Catholic plots were connected to Philip II of Spain. The Catholic plots were the result of MQS's presence in England and the papal excommunication in 1570. The aim of the plots was to dethrone Elizabeth and replace her with MQS. The plots were dependent on foreign support. Philip II promised support by providing monies and/or soldiers;
- Catholic plots were connected to Walsingham's spy network. Answers will show Walsingham successfully uncovered the Revolt of the Northern Earls, Ridolfi, Throckmorton and Babington plots. The spy network kept English Catholics under close surveillance;
- Philip II of Spain and Walsingham's spy network. Answers will show knowledge of Philip II's involvement in the plots and the success of Walsingham's spy network in uncovering them. Answers may refer to the expulsion of Spanish ambassadors, de Spes (Ridolfi plot) and Mendoza (Throckmorton plot) from England because of their involvement in the plots and being uncovered by Walsingham's spy network.

**Question 5**

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4	SPaG
<b>19</b>	<b>4</b>			<b>12</b>	<b>3</b>

Question: **How far do you agree with this interpretation of why the Spanish Armada failed?** **[16+3]**

**Band descriptors and mark allocations**

	AO1 4 marks			AO4 12 marks	
<b>BAND 4</b>	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	<b>BAND 4</b>	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	<b>BAND 3</b>	Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.	7-9
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key feature in the question.	2	<b>BAND 2</b>	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.	4-6
<b>BAND 1</b>	Demonstrates basic knowledge and understanding of the key feature in the question.	1	<b>BAND 1</b>	Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.	1-3

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the interpretation states that the Spanish Armada failed as the Spanish did not fire their cannons enough; they did not run out of cannon balls. It also states the Spanish could not re-load their guns quickly enough as the cannon balls were poorly made and did not fit their guns;*
- *this is accurate; the Spanish could not fire their cannons as the English kept out of range as they had superior fire power and could fire from a greater distance;*

- *there is no disputing the Armada failed and historians tend to agree on the reasons for its failure. However historians disagree on the importance of the various reasons. The authors of this particular viewpoint have based their view on their research and on archaeological examination of Spanish wrecks. Examination of these wrecks, off the coast of Ireland and Scotland, show that they failed to fire their cannons often enough during the engagement with the English fleet;*
- *the authors are a marine archaeologist and an historian specialising in Spanish military history. They produced their original findings in 1988 and have since revised their findings to include ten further years of research by the authors themselves and other historians. Candidates will assert that this is a thorough investigation by skilled historians and intended for an academic audience;*
- *however there are other interpretations of this issue. Other historians argue that there are more significant reasons for the failure. These include the superiority of the English commanders and their better tactics than their Spanish counterparts as well as the intervention of the weather. Other historians refer to the use of 'fire ships' in Calais as a turning point in the engagement as it forced the Spanish to disperse;*
- *the extract therefore reflects a somewhat narrow view of why the Armada failed. It may be taken out of context. But most historians agree that it was a combination of reasons that was responsible but may place different emphasis on the factors. Candidates may conclude that the extent of research and archaeological work by the authors' gives the authors' interpretation considerable credence. But candidates may well conclude that it was a combination of reasons rather than just the given interpretation that was responsible for the failure of the Armada.*

After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>