GCSE MARKING SCHEME

SUMMER 2022

HISTORY
COMPONENT 1: BRITISH STUDY IN DEPTH
1B. The Elizabethan Age, 1558-1603
C100UB0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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COMPONENT 1: BRITISH STUDY IN DEPTH

1B. THE ELIZABETHAN AGE, 1558-1603

SUMMER 2022 MARK SCHEME

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

Mark allocation:	*AO1*	*AO2*	*AO3 (a)*	*AO4*
4			**4**	

Question: e.g. **What can be learnt from Sources A and B about the Catholic threat to Elizabeth?** **[4]**

This is the question and its mark tariff.

Band descriptors and mark allocations

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

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.

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:

- *both sources show that the Catholic threat to Elizabeth came from a variety of directions;*
- *Source A is an extract from the Papal Bull of Excommunication; it shows how the Pope considered Elizabeth to be a pretended queen who had ruined the kingdom of England;*
- *it shows how he declared Elizabeth to be a heretic who should be deprived of the throne;*
- *it shows the threat in terms of his instructions for English nobles and subjects not to obey her laws;*
- *Source B is an extract from Parliament's charges against Mary in 1572; it shows how they considered her to be involved in a variety of threats towards Elizabeth;*
- *it shows how she sought the crown of England and had drawn the loyalty of the Duke of Norfolk away from Elizabeth;*
- *it also shows how Parliament considered her to be implicated in the Rebellion of the Northern Earls and the Ridolfi Plot.*

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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.

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Question 1

Mark allocation:	*AO1*	*AO2*	*AO3 (a)*	*AO4*
4			**4**	

Question: **What can be learnt from Sources A and B about the Catholic threat to Elizabeth? [4]**

Band descriptors and mark allocations

	AO3(a) 4 marks	
BAND 2	**Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.**	**3-4**
BAND 1	**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:

- *both sources show that the Catholic threat to Elizabeth came from a variety of directions;*
- *Source A is an extract from the Papal Bull of Excommunication; it shows how the Pope considered Elizabeth to be a pretended queen who had ruined the kingdom of England;*
- *it shows how he declared Elizabeth to be a heretic who should be deprived of the throne;*
- *it shows the threat in terms of his instructions for English nobles and subjects not to obey her laws;*
- *Source B is an extract from Parliament's charges against Mary in 1572; it shows how they considered her to be involved in a variety of threats towards Elizabeth;*
- *it shows how she sought the crown of England and had drawn the loyalty of the Duke of Norfolk away from Elizabeth;*
- *it also shows how Parliament considered her to be implicated in the Rebellion of the Northern Earls and the Ridolfi Plot.*

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Question 2

Mark allocation:	*AO1 (b)*	*AO2*	*AO3 (a+b)*	*AO4*
8	**2**		**6**	

Question: **To what extent does this source accurately reflect the reasons for the defeat of the Spanish Armada? [8]**

Band descriptors and mark allocations

	AO1(b) 2 marks			**AO3 (a+b) 6 marks**	
			BAND 3	**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.**	**5-6**
BAND 2	**Demonstrates detailed understanding of the key feature in the question.**	**2**	**BAND 2**	**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.**	**3-4**
BAND 1	**Demonstrates some understanding of the key feature in the question.**	**1**	**BAND 1**	**Very basic judgement reached about the source with little or no analysis or evaluation.**	**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 source shows the problems caused to the Spanish Armada by the fact it was missing some of its largest ships and the sickness prevalent amongst its men;*
- *it claims the Armada has been weakened by these factors and by the fact that much of the food and drink were going bad; it questions whether the Armada would be capable of taking on the English in battle given its condition;*
- *the source is accurate to a certain extent; in 1587 Drake had led a raid on Cadiz that weakened the Armada; the result was food and drink being stored in barrels that had not dried; this caused food and drink to deteriorate and led to sickness amongst crews; ships had also been damaged during the raid which further weakened it;*
- *the source however, is written by the Duke of Medina Sidonia, who had been reluctant to take command of the Armada campaign; he is questioning the strength of the Armada and is presumably sharing his concerns with the King in order to possibly dampen expectations;*
- *as such it is a rather narrow view and creates the impression that the campaign would fail due to these factors;*
- *whilst it is partially accurate, it fails to take into account the relative strength of the Armada, but also the failures of Spanish planning, the tactics used by the English in the subsequent battles and the effect the weather conditions had on the outcome.*

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Question 3

Mark allocation:	*AO1 (a+b)*	*AO2*	*AO3*	*AO4*
12	**4**	**8**		

Question: **Why was popular entertainment a significant feature of Elizabethan society? [12]**

Band descriptors and mark allocations

	AO1(a+b) 4 marks		**AO2 8 marks**	
BAND 4	**Demonstrates very detailed knowledge and understanding of the key feature in the question.**	**4**	**Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context.**	**7-8**
BAND 3	**Demonstrates detailed knowledge and understanding of the key feature in the question.**	**3**	**Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context.**	**5-6**
BAND 2	**Demonstrates some knowledge and understanding of the key feature in the question.**	**2**	**Begins to explain the significance of the identified issue, culminating in a weakly supported judgement.**	**3-4**
BAND 1	**Demonstrates basic knowledge and understanding of the key feature in the question.**	**1**	**A basic, unsupported explanation is provided regarding significance.**	**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:

- *popular entertainment was a significant feature of Elizabethan society and was enjoyed by people of different classes;*
- *the majority of people had little time off and therefore entertainment became an important feature of people's lives;*
- *the labouring classes enjoyed a wide variety of popular entertainment; for example, ball games such as bowls and football developed during this period; they also enjoyed a variety of cruel sports that found popularity amongst Elizabethans;*
- *cruel sports were a significant feature of Elizabethan society; spectators of all classes would watch bull-baiting, bear-baiting and cock-fighting; they attracted large audiences and were often held in purpose-built arenas; spectators could gamble on the outcome of contests as well as watch the spectacle;*
- *popular entertainment was also significant to the wealthier elements of society; traditional entertainments such as hunting, hawking and archery were widely practised;*

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- *dancing and singing were also significant features of popular entertainment; the rich would entertain in their own homes as a means of furthering social connections and reflecting their social status; the labouring classes would also enjoy them at feast days, for example;*
- *theatre also developed as a significant feature of society during this period; bands of strolling players provided entertainment which became more formalised as the reign progressed by the advent of purpose-built theatres such as the Rose, Swan and Globe;*
- *the theatre was enjoyed by all classes with audiences experiencing new types of plays as opposed to the traditional miracle or morality plays; the era was significant as a 'golden age' in terms of English drama;*
- *however, popular entertainment was also significant as it aroused opposition from religious groups such as the Puritans and from town authorities who were sometimes opposed to it on public health and crime grounds;*
- *the developments in and range of popular entertainments were therefore a significant feature of the Elizabethan period and ones which would continue in significance after the reign.*

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Question 4

Mark allocation:	*AO1 (a+b)*	*AO2*	*AO3*	*AO4*
10	**2**	**8**		

Question: **Explain the connections between TWO of the following that are to do with the Puritan threat. [10]**

Band descriptors and mark allocations

	AO1(a+b) 2 marks		**AO2 8 marks**		
			BAND 4	**Fully explains the relevant connections between the chosen features, set within the correct historical context.**	**7-8**
			BAND 3	**Explains the connections between the chosen features, set within the correct historical context.**	**5-6**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Begins to explain the connections between the chosen features.**	**3-4**
BAND 1	**Demonstrates some knowledge and understanding of the key features in the question.**	**1**	**BAND 1**	**A basic, unsupported explanation of connections between the chosen features.**	**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:

All the historical features mentioned in the question are inter-related; connections identified may include:

- *the Puritan challenge to the Settlement emerged soon after 1559 and was aimed at removing Catholic elements from the Religious Settlement; it is connected to opposition in Parliament as since the early Puritan attempts to change the Settlement failed, such as the Vestments Controversy, they were forced to look to Parliament as a means of achieving their aims;*
- *they are connected as Puritan MPs sought to use Parliament to introduce bills to reform the Settlement; MPs such as Strickland, Wentworth and Cope were active in challenging the Settlement, forcing Elizabeth to act against them;*

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- *the Puritan challenge to the Settlement is connected to prophesying as during the 1570s, since having successfully blocked attempts at change by the opposition in Parliament, independent prayer meetings known as prophesyings, flourished; these were a direct threat to the Settlement by not conforming to the uniform rules of the Church;*
- *the Three Articles are connected to the Puritan challenge to the Settlement, opposition in Parliament and prophesying as they were an attempt by Elizabeth and led by Whitgift, to reissue and re-impose the Settlement in the face of these challenges; issued in 1583 they were an attempt to ensure conformity, ending prophesying and opposition in general.*

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Question 5

Mark allocation:	*AO1 (b)*	*AO2*	*AO3*	*AO4(a-d)*	*SPaG*
16	**4**			**12**	

Question: **How far do you agree with this interpretation of the success of the Elizabethan Religious Settlement? [16]**

Band descriptors and mark allocations

	AO1(b) 4 marks		**AO4 (a-d) 12 marks**	
BAND 4	**Demonstrates very detailed understanding of the key feature in the question.**	**4**	**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**
BAND 3	**Demonstrates detailed understanding of the key feature in the question.**	**3**	**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**
BAND 2	**Demonstrates some understanding of the key feature in the question.**	**2**	**Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.**	**4-6**
BAND 1	**Demonstrates basic understanding of the key feature in the question.**	**1**	**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.

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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 Elizabethan Religious Settlement did not solve the religious problems of the day;*
- *it states that there was a great deal of opposition to it and that the religious problems it failed to solve continued to greatly trouble the Elizabethan government;*
- *the author had based the interpretation on the fact that even though Elizabeth expected the Acts of Supremacy and Uniformity to be quickly passed by Parliament, some MPs opposed the measures, which was replicated in the House of Lords;*
- *many Puritan MPs were concerned at the remnants of Catholicism in the Settlement; this forced Elizabeth to make some changes to the Settlement;*
- *the interpretation is also supported by the fact that the Settlement needed to be enforced by the Royal Injunctions and Visitations; over 400 clergy either resigned or were sacked due to opposition to the Settlement;*
- *it is also supported by the fact that in the longer term, opposition to the Settlement from Puritans grew; after an initial period of relative acceptance, Catholic opposition also grew, culminating in the 1570s and 1580s;*
- *however, other interpretations of this issue differ; other historians and commentators would argue that the Elizabethan Religious Settlement did successfully solve the religious problems of the day;*
- *this interpretation is supported by the fact that after three decades of religious turmoil, the Settlement brought a great deal of unity to the issue of religion by its attempts to follow a 'Middle Way' path;*
- *the overwhelming number of clergy took the oath of loyalty and there was not an extreme reaction from the majority of Catholics and Protestants;*
- *candidates may assert that the relatively tolerant attitude allowed Catholics to practise their faith as long as outward conformity was shown; fines for recusancy were not strictly enforced, for example;*
- *the Settlement can also be considered a success as to a large extent it lessened religious persecution and discrimination; it would remain the basis of established religion in England for the following centuries and generally established religious peace;*
- *candidates may assert however, that the author of this interpretation is writing from a particular perspective; although clearly a specialist historian, he may be influenced by his religious predilections;*
- *appropriate research would have been undertaken, but the interpretation may also be influenced by the medium and target audience for this academic piece of work;*
- *it may therefore be from a somewhat limited perspective, narrow in focus and possibly subjective in opinion;*
- *it should be viewed as part of a wider historical debate over the issue, which includes a range of different interpretations of the success of the Elizabethan Religious Settlement.*

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