GCSE MARKING SCHEME

SUMMER 2022

GCSE

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

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

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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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MARK SCHEME SUMMER 2022

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

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4			**4**	

Question: e.g. **What can be learnt from Sources A and B about Elizabeth's popularity?** **[4]**

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO3 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

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:

- *both sources emphasise Elizabeth's desire to be popular with her people at the start of her reign;*
- *Source A shows that Elizabeth went on 'royal progresses' to meet and mingle with her people;*
- *Source A shows that 'royal progresses' were happy events and that Elizabeth was warmly received by her people;*
- *Source B shows that Elizabeth's government, in order to increase her popularity, issued official portraits of her in her coronation garb;*
- *Source B shows portraits were used as propaganda to create the image of a strong, powerful and wise ruler.*

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.

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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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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 Elizabeth's popularity? [4]**

Band descriptors and mark allocations

	AO3 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 emphasise Elizabeth's desire to be popular with her people at the start of her reign;*
- *Source A shows that Elizabeth went on 'royal progresses' to meet and mingle with her people;*
- *Source A shows that 'royal progresses' were happy events and that Elizabeth was warmly received by her people;*
- *Source B shows that Elizabeth's government, in order to increase her popularity, issued official portraits of her in her coronation garb;*
- *Source B shows portraits were used as propaganda to create the image of a strong, powerful and wise ruler.*

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Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**2**		**4**	

Question: **To what extent does this source accurately explain why the Armada was sent to invade England? [6]**

Band descriptors and mark allocations

	AO1 2 marks			**AO3 4 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.**	**4**
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.**	**2-3**
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**

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 one of the main reasons why the Armada was sent to invade England;*
- *the author states that Philip II's mission was to carry out God's work and restore Catholicism to England and her people;*
- *the author of this extract, the Duke of Medina Sidonia, was the Commander of the Spanish fleet. He was delivering his 'speech', to his troops, before they set sail;*
- *it was not the Duke's intention to provide a full explanation as to why they were invading. He was merely motivating his troops and invoking their passion towards their faith. The choice of words, "protestant enemies of our holy Catholic faith" reflects this;*
- *though religious differences and restoring Catholicism was a major reason for the invasion there were a number of other reasons, such as, the continued attacks on Spanish settlements and shipping by the English seadogs, events in the Netherlands and the execution of Mary Queen of Scots in 1587. The source makes no reference to these. However, as stated, the Duke was merely trying to motivate his troops before battle and not provide a full explanation as to why the Armada was sent.*

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Question 3

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**4**	**8**		

Question: **Why was the Elizabethan theatre significant during this period? [12]**

Band descriptors and mark allocations

	AO1 4 marks			**AO2 8 marks**	
BAND 4	**Demonstrates comprehensive knowledge and understanding of the key feature in the question.**	**4**	**BAND 4**	**Fully explains the issue with clear focus set within the appropriate historical context.**	**7-8**
BAND 3	**Demonstrates detailed knowledge and understanding of the key feature in the question.**	**3**	**BAND 3**	**Explains the issue set within the appropriate historical context.**	**5-6**
BAND 2	**Demonstrates some knowledge and understanding of the key feature in the question.**	**2**	**BAND 2**	**Begins to explain the issue with some reference to the appropriate historical context.**	**3-4**
BAND 1	**Demonstrates basic knowledge and understanding of the key feature in the question.**	**1**	**BAND 1**	**Mostly descriptive response with limited explanation of the issue.**	**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 putting on of plays had been a popular form of entertainment from the Middle Ages with groups of actors travelling the country and performing in market squares and courtyards of inns. But because of the increasing concern that such travelling groups were a threat to security and public health they were banned in 1572. This led to a significant development in theatre;*
- *during the second half of Elizabeth's reign purpose-built arenas were constructed to put on plays. Between 1576 and the end of her reign permanent theatres were built, usually on the outskirts of London and in some larger provincial towns. In London these included 'The Theatre', 'The Curtain', 'The Rose', 'The Swan' and 'The Globe'. This was a significant development in making the theatre a major form of entertainment;*
- *the theatre was significant as it provided entertainment for the rich and poor and at the same venue. Attendance was cheap and the poor could 'escape' from their harsh lives for a few hours. The rich, segregated from the poor, could show off their fashionable clothes, and enjoy the plays, etc;*

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- *the Elizabethan theatre was significant in creating the 'Golden Age' of English culture. The theatres held audiences of 2-3000 people and put on daily performances. This led to the growth of theatre companies such as, 'The Lord Chamberlain's Men', 'The Queen Elizabeth's Men', etc. As well as putting on plays in London's theatres these companies toured the countryside and performed before the Queen and in stately homes;*
- *it also produced prolific playwrights, such as Marlowe and Shakespeare writing tragedies, comedies and histories which were in tune with people's interest at the time;*
- *accept reference to other forms of entertainment enjoyed by rich and poor Elizabethans, namely, cruel sports, etc.*

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Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

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

- **Puritan Members of Parliament [MPs]**
- **John Penry**
- **Prophesying**
- **Archbishop John Whitgift**

Band descriptors and mark allocations

	AO1 2 marks		**AO2 10 marks**		
			BAND 4	**Fully explains the relevant connections between the chosen features, set within the correct historical context.**	**8-10**
			BAND 3	**Explains the connections between the chosen features, set within the correct historical context.**	**5-7**
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 features mentioned were important aspects of the Puritan threat. Puritans wanted to 'purify' Elizabeth's Church of Catholic traits; connections identified may include:

- *puritan MPs are connected to John Penry as both wanted to see the Elizabethan church 'purified'. Puritans were strongly represented in Parliament. Puritan MPs, such as, Strickland, Wentworth, Field and Cope challenged Elizabeth by introducing bills calling for the banning of vestments, the abolition of bishops and replacing the Common Prayer Book with a more Puritan version. As a pamphleteer, John Penry also called for the bishops to be abolished and replaced with a Presbyterian assembly;*

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- *MPs are connected to prophesying; both represented a threat to Elizabeth and her church. During the 1570s there was a spread in Puritan meetings called prophesying during which prayers and sermons were said. These were at odds with church services. Such meetings were supported by Puritan MPs;*
- *prophesying is connected to Archbishop Whitgift; Elizabeth and her government considered prophesying meetings a threat that encouraged unrest and rebellion. To counter the threat Whitgift was appointed Archbishop of Canterbury. Whitgift demanded religious uniformity. To purge the church of Puritan elements he issued the Three Articles in 1583 whereby all clergy had to swear acceptance of bishops, the Common Prayer Book and the Thirty-nine Articles;*
- *Whitgift is connected to John Penry; Whitgift was responsible for the destruction of printing presses and the imprisonment and execution of Puritan extremists such as members of the separatist movement. Penry's printing press was destroyed and he was executed in 1593 for treason for his published writings;*
- *prophesying is connected to Penry; both demanded changes to the style of worship – more preaching and prayer meetings within the Elizabethan church at the expense of formal services conducted by the priest.*

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Question 5

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*	*SPaG*
19	**4**			**12**	**3**

Question: **How far do you agree with this interpretation of why there was an increase in poverty in Elizabethan times? [16+3]**

Band descriptors and mark allocations

	AO1 4 marks			**AO4 12 marks**	
BAND 4	**Demonstrates very detailed knowledge and understanding of the key feature in the question.**	**4**	**BAND 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 knowledge and understanding of the key feature in the question.**	**3**	**BAND 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 knowledge and understanding of the key feature in the question.**	**2**	**BAND 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 knowledge and understanding of the key feature in the question.**	**1**	**BAND 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 there was an increase in poverty and this was caused by a change in farming methods. The change from crop growing to sheep rearing resulted in high unemployment amongst farm labourers. The unemployed were forced to move to towns to seek work or become vagrants and beggars;*
- *this is accurate as there is evidence to support this interpretation. The number of beggars increased and Elizabeth's government passed many laws to deal with the problems associated with poverty, especially vagrancy and law-breaking. Also towns set up Houses of Correction to deal with the number of beggars streaming into them;*
- *however the reasons provided for increased poverty in this interpretation are quite narrow and limited. There were other causes such as, a rising population, rising inflation, the closure of monasteries, enclosures, rack-renting and bad harvests. None of these are mentioned in this extract;*
- *the author of this interpretation is an historian writing with the benefit of hindsight. The interpretation would be well researched. However she is writing in a school textbook. Whilst imparting accurate knowledge was all important she would have to bear in mind the age of her target audience. It is a simplified interpretation. It is fairly recent, published in 1998;*
- *however there are other interpretations of this issue. Other historians may emphasise other reasons for the increase in poverty, such as blaming the wealthy. They will point out that as well as changing from crop growing to sheep farming rich landlords enclosed common land, practised rack-renting and held back corn until it was scarce and fetched a higher price;*
- *the extract therefore provides a somewhat narrow view of why there was increased poverty in Elizabeth's reign. Candidates may well assert that this is a generalised interpretation and this is essentially because of the target audience. Candidates may well conclude that though changes in farming methods were a major reason for the rise in poverty the interpretation fails to refer to many other significant reasons.*

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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.

Band	Marks	Performance descriptions
High	3	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	2	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	1	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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