



GCSE MARKING SCHEME

SUMMER 2019

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

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

Component 1: BRITISH STUDY IN DEPTH

1B. 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 (a)	AO4
4			4	

Question: e.g. **What can be learnt from Sources A and B about the conflict with the Spanish Armada?** [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 aspects of the conflict with the Spanish Armada;*
- *source A shows the Spanish fleet in its crescent formation with the English in pursuit;*
- *the Spanish ships are tightly packed together;*
- *there appears to be fewer English ships as they attempt to attack the crescent formation of the Spanish;*
- *source B is an account of the attack of the English fireships;*
- *it states that the English sent eight ships ablaze into the Armada at night;*
- *the Armada was forced to disperse as a result, breaking their formation;*
- *it was shortly after this that the main confrontation took place.*

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

Component 1: BRITISH STUDY IN DEPTH

1B. The Elizabethan Age, 1558-1603

Question 1

<i>Mark allocation:</i>	AO1	AO2	AO3 (a)	AO4
4			4	

Question: **What can be learnt from Sources A and B about the conflict with the Spanish Armada?** **[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 aspects of the conflict with the Spanish Armada;*
- *Source A shows the Spanish fleet in its crescent formation with the English in pursuit;*
- *the Spanish ships are tightly packed together;*
- *there appears to be fewer English ships as they attempt to attack the crescent formation of the Spanish;*
- *Source B is an account of the attack of the English fireships;*
- *it states that the English sent eight ships ablaze into the Armada at night;*
- *the Armada was forced to disperse as a result, breaking their formation;*
- *it was shortly after this that the main confrontation took place.*

Question 2

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

Question: **To what extent does this source accurately reflect the role of Parliament in Elizabethan government?** **[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 how the Queen viewed Parliament's role purely in terms of saying yes or no to bills;*
- *it states that Parliament were not to discuss issues such as religion or how government should be conducted;*
- *to an extent this accurately reflects the role of Parliament during this period; Parliament was only called 13 times in 45 years and to an extent its freedom of speech was restricted;*
- *this however, is a narrow view and should be seen in its historical context;*
- *Parliament was important in Elizabethan government due to its power to raise taxes;*
- *the fact that it is a reminder from the Queen 35 years into her reign shows that Parliament clearly viewed its role in a different light;*
- *the Queen is clearly trying to exert her control over Parliament and this may affect the extent to which it accurately reflects the role of Parliament in Elizabethan government.*

Question 3

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

Question: **Why was the 1601 Poor Law significant in dealing with the problem of the poor during this period?** [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:

- *the 1601 Poor Law was very significant in dealing with the problem of the poor during this period;*
- *the 1601 Poor Law was the culmination of several Poor Law Acts passed during Elizabeth's reign; it collected all previous measures under one law;*
- *it was significant as it was a move away from punishing the poor towards attempting to remedy the problem;*
- *it was significant as it recognised there were 'deserving' and 'undeserving' poor who needed to be dealt with differently, according to their needs;*
- *the 'deserving' poor were to receive poor relief collected by overseers of the poor in the parishes; the poor rate was compulsory and was to be paid by people in the parish;*
- *it encouraged the establishment of almshouses for the impotent poor; the ill would be admitted to a hospital, orphans to an orphanage;*
- *it was significant as it sought to place the able-bodied poor in Houses of Correction, early workhouses;*

- *it was also significant as the 'undeserving' poor, such as rogues and vagabonds, continued to be punished; they were to be whipped and returned to their parish or if it was not known, then to a House of Correction;*
- *it was significant as it reflected a realisation that central government had a responsibility to help the poor;*
- *it remained the basis of poor relief and administration for over 200 years and the measures introduced did go some way to contain the situation and provide social stability; it established a legal framework to deal with poverty.*

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 Catholic 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 Rebellion of the Northern Earls is connected to the Papal Bull of Excommunication as the Pope, Pius V, sought to capitalise on the discontent that caused the rebellion by excommunicating Elizabeth, thus further encouraging Catholic rebellion against her;*
- *the Ridolfi Plot is connected to the Rebellion of the Northern Earls as Thomas Howard, the Duke of Norfolk, was related to Thomas Percy, the Earl of Northumberland; Norfolk was to marry Mary, Queen of Scots as part of the Northern Earls' plans; Norfolk was to marry Mary as part of the Ridolfi Plot two years later;*
- *the Papal Bull is connected to the Ridolfi Plot as it encouraged the formulation of plots against Elizabeth, giving them in effect Papal blessing; it provided justification for rebellion and for the placing of Mary, Queen of Scots on the throne;*
- *Mary, Queen of Scots is connected to all the issues; the Rebellion of the Northern Earls was an attempt to eventually place Mary on the English throne, as was the Ridolfi Plot; she was, unwittingly or not, connected to the Papal Bull of 1570 as it coincided with Catholic attempts to place her on the throne of England.*

Question 5

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
19	4			12	3

Question: **How far do you agree with this interpretation of the seriousness of the threat from Puritanism during Elizabeth's reign?** [16+3]

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.

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 Church of England under Elizabeth was holding back the development of Puritanism;*
- *the author has based the interpretation on the increasing pressure that Puritanism was exerting on established religion during this period;*
- *the interpretation is supported by the fact that Puritanism was becoming a serious threat to the Church of England and the Elizabethan Settlement;*

- Puritanism challenged Elizabeth in a variety of ways: - through Convocation by attempting to change the Settlement; the Vestments Controversy 1566; in Parliament via Strickland's Bill 1571 and through arguments over the issue of freedom of speech, particularly put forward by Peter Wentworth and later by Anthony Cope;
- the Puritans also challenged Elizabeth through the printing and issuing of pamphlets critical of her religious policy, exemplified by the Marprelate Tracts; prophesyings also spread during the reign and these contributed to the increasing threat from Puritanism;
- however, other interpretations would argue that Puritanism was contained by Elizabeth during the reign and the threat has been over-exaggerated; measures were taken to control the printing presses for example; prophesyings were banned and the Three Articles 1583 sought to reissue and re-impose the Religious Settlement;
- Elizabeth's Puritan opponents in Parliament were contained; Wentworth and Cope were imprisoned in the Tower of London;
- candidates may assert however, that the author of this interpretation is writing from a very particular perspective; the article is clearly intended to portray Puritanism in a positive light, being held back by the Church of England;
- appropriate research would have been undertaken but the interpretation may be based on the predilections of the author and especially the target audience, which would presumably be sympathetic to the cause of Puritanism, given the title of the website;
- it is therefore a limited perspective and should be viewed as part of a wider historical debate over the issue which includes a range of different interpretations of the seriousness of the threat from Puritanism during the reign.

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

In applying these performance descriptors:

- 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
<i>High</i>	3	<ul style="list-style-type: none"> • 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
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • 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
<i>Threshold</i>	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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