GCSE MARKING SCHEME

AUTUMN 2020

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 2020 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 AUTUMN 2020

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 Elizabethan Religious Settlement? [4]**

Band descriptors and mark allocations

This is the question and its mark tariff.

	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 the measures taken as part of the Elizabethan Religious Settlement;*
- *Source A, from the Act of Supremacy, shows how all clergy and government officers were required to swear an oath recognising the Queen as the Supreme Governor of the Church;*
- *it prohibited any foreign prince or other figure in the Church, from having any power over the Church in England;*
- *it clearly shows Elizabeth's intention in assuming control over religious matters in England as part of the Settlement;*
- *Source B, from the Act of Uniformity, shows how attendance at church was compulsory and that non-attendance would lead to a fine;*
- *services in church were to be uniform, as ordered by the Act of Parliament;*
- *it shows Elizabeth wished to impose uniformity in terms of services, prayers and ceremonies as part of the Settlement.*

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

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

Question: **What can be learnt from Sources A and B about the Elizabethan Religious Settlement?** **[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 the measures taken as part of the Elizabethan Religious Settlement;*
- *Source A, from the Act of Supremacy, shows how all clergy and government officers were required to swear an oath recognising the Queen as the Supreme Governor of the Church;*
- *it prohibited any foreign prince or other figure in the Church, from having any power over the Church in England;*
- *it clearly shows Elizabeth's intention in assuming control over religious matters in England as part of the Settlement;*
- *Source B, from the Act of Uniformity, shows how attendance at church was compulsory and that non-attendance would lead to a fine;*
- *services in church were to be uniform, as ordered by the Act of Parliament;*
- *it shows Elizabeth wished to impose uniformity in terms of services, prayers and ceremonies as part of the Settlement.*

Question 2

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

Question: **To what extent does this source accurately reflect the problems caused by vagabonds in Elizabethan times?[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 problems caused by vagabonds in Elizabethan times; it states that vagabonds wander the country pretending to be in misery or misfortune;*
- *it claims that vagabonds gain charity at the expense of people who need help; they steal items and cause distress;*
- *the source is accurate to a certain extent; wandering beggars did cause many problems during this period, individually and in groups;*
- *sturdy beggars, such as counterfeit cranks and clapperdudgeons, used various ruses to extract money from people; they were one of the main problems faced by governments of the time;*
- *the source however, is written by a member of the gentry who is bound to be influenced by his position in this matter;*
- *it is a relatively narrow view and aimed at creating a negative impression of wandering beggars, as is shown in the title of the book;*
- *whilst it is partially accurate, it fails to take into account the general problems caused by poverty and the lack of satisfactory measures taken to deal with them.*

Question 3

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

Question: **Why did Puritanism become a significant threat during the reign of Elizabeth?** **[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:

- *Puritanism developed into a significant threat during the reign of Elizabeth for many reasons;*
- *Puritans were extreme Protestants who believed that the Elizabethan Religious Settlement, or 'Middle Way', did not go far enough and was still too Catholic; they sought to have greater purity in the Church, stripped of ceremony and adornments;*
- *it had become politically significant during the reigns of Edward and Mary; many returned to England after the death of Queen Mary;*
- *they were a significant threat as many Puritans were wealthy nobles, MPs and even members of the Privy Council such as Walsingham and Leicester; this made them difficult to deal with as they were loyal but influential;*
- *the Puritans challenged Elizabeth in several ways; attempts to change the Settlement through Convocation, the Church's Parliament, failed when Archbishop Parker defeated their proposals;*
- *Puritans became a significant threat in Parliament, challenging the Queen over the issue of freedom of speech, as a means of introducing proposed religious changes; MPs such as Peter Wentworth and Anthony Cope were imprisoned during the reign for their challenges;*

- *preaching outside of the established Church, or 'prophesyings', also posed a significant threat to the uniformity of the Church; during the 1570s Elizabeth was forced to ban prophesyings in order to maintain control over the Church;*
- *a significant threat emanated from the Puritans publishing pamphlets critical of her religious policies; the Marprelate Tracts of 1588 were a significant attack on the Elizabethan Church;*
- *the threat from the Puritans was also significant insomuch as Elizabeth was forced to issue the Three Articles in 1583 as means of bringing Puritans into line; John Whitgift, the new Archbishop of Canterbury, used the Three Articles to reinforce the Religious Settlement;*
- *by the end of Elizabeth's reign, the threat, though contained, remained significant and their influence continued to increase.*

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 Spanish Armada.** **[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 crescent formation is connected to the fireships as the formation adopted by the Spanish had proved impossible for the English fleet to break during the several battles that had taken place in the Channel; as a result the English developed the tactics of the fireships in order to break up the formation whilst anchored off Calais;*
- *the fireships are connected to the Battle of Gravelines as they caused the Spanish fleet to break anchor and set off in disarray during the night; this enabled the English fleet to engage the Armada in the subsequent Battle of Gravelines, despite the partial success of the Spanish in re-establishing a crescent formation;*
- *English and Spanish tactics are connected to the Battle of Gravelines since they had a decisive impact on the course of the battle; English tactics were to maintain a distance and pound the enemy ships into submission; the Spanish tactics were to board enemy ships via grappling hooks; at the Battle of Gravelines English tactics prevailed and the Spanish tactics were unable to be employed;*
- *the crescent formation and the fireships are connected to English and Spanish tactics as they were integral features of the respective combatants' plans; all played their part in the eventual defeat of the Armada.*

Question 5

Mark allocation:	AO1 (b)	AO2	AO3	AO4(a-d)	SPaG
19	**4**			**12**	**3**

Question: **How far do you agree with this interpretation of the threat from Mary, Queen of Scots?** [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 Sir Francis Walsingham deliberately encouraged plots in order to entrap Mary, Queen of Scots;*
- *it states that she was not privy to these plots and her only involvement in the Babington Plot was to acknowledge his plans; as such she was not a threat to Elizabeth;*
- *the author has based the interpretation on the fact that members of the Privy Council and Parliament were determined to be rid of the threat from Mary;*

- *the interpretation is supported by the fact that Walsingham established his spy network and allowed the Babington Plot to proceed, whilst having full access to it via the 'barrel post' whereby coded letters were intercepted, read and forwarded;*
- *it is supported by the fact that Mary's confinement for over twenty years would have severely impacted on her ability to successfully organise and participate in plots; in this respect she was not a threat to Elizabeth;*
- *however, other interpretations of this issue differ; other historians and commentators would argue that Mary, Queen of Scots had been a constant threat to Elizabeth since her arrival in England in 1568;*
- *her presence had contributed to the Rebellion of the Northern Earls in 1569; she had also been involved, wittingly or otherwise, in the Ridolfi Plot of 1572 with her proposed marriage to the Duke of Norfolk;*
- *during the 1570s the Catholic threat increased and disaffected Catholics looked to her as an alternative queen;*
- *the early 1580s witnessed the Throckmorton Plot and this had resulted in Mary now being confined in more secure accommodation at Tutbury Castle;*
- *candidates may assert that she actually participated in the Babington Plot, since proof of her replies was gathered and as such she did pose a threat;*
- *candidates may assert however, that the author of this interpretation is writing from a particular perspective; the article is clearly intended to portray Mary in a sympathetic light, being entrapped by Walsingham's scheming;*
- *appropriate research would have been undertaken, but the interpretation may be based on the predilections of the author and the target audience, which would presumably by sympathetic to Mary;*
- *it is therefore from a limited perspective, narrow in focus and 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 threat posed by Mary, Queen of Scots.*

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
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

C100UB0-1 EDUQAS GCSE History - Component 1B MS A20/DM