

MARK SCHEME

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 theatre in Elizabethan times? [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

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 give much information about the theatre in Elizabethan times;*
- *Source A shows that the theatre was a popular form of entertainment given the number of theatres in London;*
- *Source A shows that great care had been taken over their construction; different plays were put on every day and they could clearly accommodate many people;*
- *Source A shows that they had a very distinctive architectural style that mirrored Roman buildings;*
- *Source B shows the layout of a theatre; galleries surrounded the stage; a flag was flown to show a play was being performed;*
- *Source B shows that the theatres were open roofed with a stage projecting out into the audience.*

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**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 theatre in Elizabethan times? [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:

- *the sources give much information about the theatre in Elizabethan times;*
- *Source A shows that the theatre was a popular form of entertainment given the number of theatres in London;*
- *Source A shows that great care had been taken over their construction; different plays were put on every day and they could clearly accommodate many people;*
- *Source A shows that they had a very distinctive architectural style that mirrored Roman buildings;*
- *Source B shows the layout of a theatre; galleries surrounded the stage; a flag was flown to show a play was being performed;*
- *Source B shows that the theatres were open roofed with a stage projecting out into the audience.*

Question 2

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

Question: **To what extent does this source accurately reflect the seriousness of the Puritan threat?** **[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 Puritan threat in both England and Scotland was considerable by 1590; the Puritans are identified by Queen Elizabeth as a 'dangerous sect' that would have no monarchy;*
- *she advocates that ministers should be restricted in their speeches of support for Puritan ideas;*
- *the source is likely to reflect accurately the seriousness of the Puritan threat because Elizabeth is writing in a private capacity;*
- *the letter is a personal letter not designed for public consumption;*
- *she is also writing to a fellow monarch and presumptive heir to her throne;*
- *as queen she is in a position to understand the seriousness of the threat from the Puritans;*
- *the historical context would support her assessment. Puritans had grown in number and were increasingly powerful in Parliament;*
- *Elizabeth is, however, writing from a personal and biased perspective;*
- *it is her assessment of the threat posed by the Puritans and may be exaggerated.*

Question 3

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

Question: **Why was Mary, Queen of Scots, significant in the Catholic threat to 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:

- *Mary Queen of Scots played a very significant role in the Catholic threat to Elizabeth; she had a legitimate claim to the throne of England; if Elizabeth died Mary could have become a Catholic Queen;*
- *she was also significant because some English Catholics viewed Mary as the rightful Queen; she was a focal point for disaffected Catholics and nobles and provided them with an alternative monarch to the Protestant Elizabeth;*
- *she was a significant threat to the Elizabethan Religious Settlement; her arrival in England partly contributed to the Rebellion of the Northern Earls; she was the focal point of several Catholic plots such as the Ridolfi and Throckmorton plots;*
- *in a wider sense, Scotland's ties to France – 'the Auld Alliance', were a threat to English security; the threat of Catholicism increased during the 1580s due to worsening relations with Spain and Mary became more significant in the Catholic threat;*
- *her active involvement in the Babington Plot was a significant threat; the Privy Council identified her as the core of the problem and sought her death;*
- *her execution greatly angered many Catholics in England and across Europe and was a significant contributory factor to the launch of the Armada in the following year.*

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 Elizabethan government. [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 features mentioned were important aspects of Elizabethan government; connections identified may include:

- *the Privy Council was connected to Parliament because it was the senior advisory body to the Queen consisting of chosen nobles and civil servants and the most powerful group in Elizabethan government; however, the Privy Council did not have the power to raise revenue through taxation; William Cecil/Lord Burghley was, therefore, her spokesman in Parliament and kept the Council in touch with Parliament's demands;*
- *Parliament was connected to taxation because Parliament was becoming more important and had the power to raise taxation and pass laws; the issues of taxation was a grievance that Parliament sought to raise when called;*
- *Parliament was connected to freedom of speech because Parliament wanted greater say in the great matters of state; freedom of speech was a grievance that Parliament sought to raise when called; MPs such as Peter Wentworth challenged the restrictions placed upon Parliamentary discussions in so much as issues of marriage, religion and foreign policy were not to be discussed;*
- *freedom of speech was connected to the issue of taxation as some MPs threatened to withhold taxation revenue due to the Queen's insistence that they should not freely discuss the issue of her marriage.*

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 life for poor people in Elizabethan times? [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 clearly states that life was hard for poor Elizabethans;*
- *the author would have been able to base his interpretation on many aspects of life at this time; the causes of poverty were not addressed, such as the increase in rents, inflation and wage stagnation;*
- *points supporting the interpretation might include: the number of beggars increased during the reign; punishments were harsh despite the abolition of the death penalty for vagrancy; Houses of Correction were set up in many towns to cope with the number of beggars flocking to them;*

- *poor Elizabethans faced hardship and unemployment; work was seasonal; there was little or no social mobility; varied entertainment was only available in the towns;*
- *candidates may assert that the author of this particular interpretation is a specialist historian writing with the benefit of hindsight; the interpretation would be well researched and based on extensive evidence;*
- *however, other interpretations of this issue differ; other historians argue that life was good for many Elizabethans;*
- *there is evidence to support this interpretation:*
- *there was a sense of national pride; opportunities for entertainment increased and were more varied; attempts were made to help the deserving poor; Bridewells and almshouses were set up in many towns; the Poor Rate was compulsory and assisted the poor of the parish; times were more peaceful and there was social stability in the country; some became wealthier during the reign;*
- *candidates may assert, however, that the author of this particular interpretation is an historian writing from a particular perspective; being a specialist in social history the author may be focusing more upon the lives of ordinary people, especially given the contrast in the source between rich and poor;*
- *appropriate research would have been undertaken but the interpretation may be based on the predilections of the historian and the target audience of what appears to be a general history book;*
- *it is possibly a limited perspective and relatively generalised interpretation;*
- *it should be viewed as part of the wider historical debate over the issue which includes a range of different interpretations of life for poor people in Elizabethan times.*

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