

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 the theatre in Elizabethan times?** [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:

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; great care had been taken over their construction; different plays were put on every day and they could clearly accommodate many people; 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; the theatres were open roofed with stage projecting out into the audience.

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
6	2		4	

Question: **To what extent does this source accurately explain the importance of the translation of the Scriptures into Welsh?** [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 shows how the translation of the Scriptures into Welsh was welcomed in Wales; the author almost commands the people of Wales to be grateful for the availability of the translation; he says that the current poor state of Wales is largely down to the lack of availability of material printed in the Welsh language; the accuracy of the source should be placed in the historical context of Elizabeth wanting to gain support in Wales for her religious settlement; many people in Wales were confused and upset by the religious changes prior to Elizabeth's reign and this was an attempt to gain their trust and confidence; Bishop Davies is one of the main translators of the Scriptures and he would be fully in favour of the work and would obviously highlight the importance to the Welsh people; thus the source has to be evaluated for likely bias towards the translation; however, because it was written by a senior clergyman it should be well-informed and was written at the time; the intended audience of the source, the people of Wales, should also be considered; it clearly confirms that the source is accurate in reflecting the importance of the translation of the Scriptures into Welsh.

Question 3

Mark allocation:	A01	A02	A03	A04
12	4	8		

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

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	AO2	AO3	AO4
12	2	10		

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

- Privy Council
- Parliament
- Taxation
- Freedom of speech

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 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; William Cecil/Lord Burghley was, therefore, Elizabeth's 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 crucial power to raise taxes and pass laws; the issue of higher taxation was a grievance that Parliament sought to raise when called; the power to raise taxes was a key bargaining tool that Parliament used to try to increase its broader powers on issues such as greater say in the running of the country;*
- *Parliament was connected to freedom of speech because as Parliament grew in power and importance it 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, the succession, foreign policy and religion; only Parliament could raise taxes and this power was used by Parliament to press for greater say in the most important issues facing the country, namely religion, wars and the succession.*

Question 5

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4	SPaG
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 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.

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 in both Wales and England; 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; 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; 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, as the source acknowledges; the sale of English wool funded the expansion of the gentry; the rich built stately homes to reflect their wealth; candidates may assert 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.

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
<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

