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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

**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 2018 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 2018

### 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:**

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

Question: e.g. **What can be learnt from Sources A and B about cruel sports in Elizabethan times?** **[4]**

#### Band descriptors and mark allocations

AO3(a) 4 marks		
<b>BAND 2</b>	<b>Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Generalised answer with little analysis, paraphrasing or describing sources only.</b>	<b>1-2</b>

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 that cruel sports were popular during this period;*
- *Source A states how cock-fights were held in London throughout the year;*
- *the birds fought each other for the entertainment of the crowd; it took place in a purpose built venue where some people placed bets on the outcome;*
- *Source B is an illustration reflecting the popularity of bull baiting;*
- *it also took place in a purpose built venue with many watching the dogs being set on the bull;*
- *there are galleries from where people would watch and the amount of people in the drawing show how popular it was.*

## **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 SUMMER 2018

## 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 cruel sports in Elizabethan times?** [4]

## Band descriptors and mark allocations

AO3(a) 4 marks		
<b>BAND 2</b>	<b>Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Generalised answer with little analysis, paraphrasing or describing sources only.</b>	<b>1-2</b>

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 that cruel sports were popular during this period;*
- *Source A states how cock-fights were held in London throughout the year;*
- *the birds fought each other for the entertainment of the crowd; it took place in a purpose built venue where some people placed bets on the outcome;*
- *Source B is an illustration reflecting the popularity of bull baiting;*
- *it also took place in a purpose built venue with many watching the dogs being set on the bull;*
- *there are galleries from where people would watch and the amount of people in the drawing shows how popular it was.*

**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 threat from the rebellion of the Northern Earls?** **[8]**

**Band descriptors and mark allocations**

	AO1(b) 2 marks			AO3 (a+b) 6 marks	
			<b>BAND 3</b>	<b>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.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>2</b>	<b>BAND 2</b>	<b>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.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>1</b>	<b>BAND 1</b>	<b>Very basic judgement reached about the source with little or no analysis or evaluation.</b>	<b>1-2</b>

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 Earl of Northumberland believed that after freeing Mary, Queen of Scots and taking possession of the North, the King of Spain would need to assist the rebellion;*
- *the Ambassador is in a senior position and as a consequence the source is likely to accurately reflect the seriousness of the threat;*
- *the letter is personal and is not designed for public consumption; this suggests the Ambassador believed the rebellion could be a success;*
- *this is likely to make it an accurate reflection of the historical context and the belief that the rebellion would succeed;*
- *the source however, may only reflect a narrow view and therefore overestimate the seriousness of the threat from the rebellion;*
- *the Spanish Ambassador's perspective may overestimate the ability of the Northern Earls to effectively carry out their plans.*

### Question 3

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

Question: **Why was the ‘Middle Way’ significant in dealing with the problem of religion during this period?** [12]

#### Band descriptors and mark allocations

	AO1(a+b) 4 marks		AO2 8 marks	
<b>BAND 4</b>	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
<b>BAND 3</b>	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
<b>BAND 2</b>	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
<b>BAND 1</b>	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 ‘Middle Way’ or ‘Via Media’ was extremely significant in dealing with the problem of religion during this period;
- the country had been riven by religious division since the reign of Henry VIII and the official religion of the country had changed according to the monarch;
- there had been religious persecution during the reign of Mary and people were fearful about what would happen under the new monarch;
- Elizabeth’s solution was to choose a middle path, a compromise between Protestantism and Catholicism, establishing the Elizabethan Church via the Religious Settlement;
- this ‘Middle Way’ was contained in two acts – the Act of Supremacy and the Act of Uniformity;
- the Act of Supremacy was significant in giving the Queen the title of Supreme Governor of the Church of England; church officers were expected to swear an oath of supremacy to Elizabeth and those who refused were removed from their posts;
- the Act of Uniformity was significant in laying down the rules about Church services in England and Wales; attendance at Church was compulsory; the Book of Common Prayer was to be used in every Church;
- the Middle Way was very significant in bringing religious stability to England and Wales during this period;
- it remained the basis of the Church of England and although recusants and Puritans occasionally challenged it, religious peace was generally brought to the country.

**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 causes of poverty during this period.** **[10]**

**Band descriptors and mark allocations**

AO1(a+b) 2 marks		AO2 8 marks			
			<b>BAND 4</b>	Fully explains the relevant connections between the chosen features, set within the correct historical context.	7-8
			<b>BAND 3</b>	Explains the connections between the chosen features, set within the correct historical context.	5-6
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	2	<b>BAND 2</b>	Begins to explain the connections between the chosen features.	3-4
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	1	<b>BAND 1</b>	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:*

- *enclosures were connected to sheep farming as farmers were enclosing their land with the result that poorer farmers were forced to become labourers; farmers began to keep sheep instead of growing crops and this increased unemployment as fewer labourers were needed;*
- *rising prices were connected to enclosures as since less crops were being grown, the price of crops went up; this was a time of rising prices exacerbated by the increase in sheep farming;*
- *population growth was connected to rising prices as there was now greater demand for goods but less were available; this increased the price of basic products;*
- *population growth was connected to sheep farming as there was a great demand for woollen cloth that encouraged farmers to switch from crop to sheep farming; this in turn further drove the expansion of enclosures that became a prominent feature of the period.*

**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 reasons for the Spanish Armada?** **[16+3]**

**Band descriptors and mark allocations**

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
<b>BAND 4</b>	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
<b>BAND 3</b>	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
<b>BAND 2</b>	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
<b>BAND 1</b>	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 historians who claim the motive of the Armada was to overthrow Protestantism are incorrect;*
- *the author has based the interpretation on the increasing aggression of England towards Spain during this period;*

- the interpretation is supported by the fact that English adventurers were raiding Spanish treasure ships travelling from the New World to Spain; colonies in the Spanish Main were attacked by Drake and these actions provoked a legitimate Spanish response;
- the interpretation is also supported by the relative lack of evidence to support assertions that Philip of Spain encouraged plots against Elizabeth;
- however, other interpretations of this issue differ; other historians and commentators would argue that the Armada was an aggressive attempt to overthrow Protestantism; relations with Spain had been deteriorating and Spanish support had been evidenced for plots such as the Throckmorton Plot; Spain had also sponsored Jesuit priests on their missions to England;
- candidates may assert that Philip's policy in the Netherlands would naturally be extended to England as a means of removing Protestantism;
- candidates may assert however, that the author of this interpretation is writing from a very particular perspective; the article is clearly intended to portray Philip in a relatively sympathetic light, being forced into aggressive action by the English;
- 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 almost certainly be sympathetic to the Catholic cause, even though it is from a modern website;
- it is therefore a limited perspective, clearly critical of more mainstream historical interpretations;
- it should be viewed as part of a wider historical debate over the issue which includes a range of different interpretations of the reasons for the Spanish Armada.

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.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>