

GCSE

History A

91402C Elizabethan England, 1558–1603

Specimen Mark Scheme for June 2015 examinations

9140

Version: 1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

GENERAL CERTIFICATE OF SECONDARY EDUCATION

HISTORY SPECIFICATION A

A Introduction

- **Consistency of Marking**

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by the AQA.

- **Subject Content**

The revised specification addresses subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all candidates, but particularly the more able, to make judgements grounded in evidence and information.

- **The Assessment Objectives (AOs)**

Assessment Objectives	
AO1	Recall, select and communicate their knowledge and understanding of history
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> • key concepts: causation, consequence, continuity, change and significance within an historical context • key features and characteristics of the periods studied and the relationship between them
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> • a range of source material as part of an historical enquiry • how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All candidates take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate candidates' attainment by **outcome** and to reward **positively** what the candidates know, understand and can do.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

B Question targets and Levels of response

- **Question targets**

The mark scheme for each question is prefaced by an assessment objective ‘target’. This is an indication of the skill which it is expected candidates will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of response**

There are several ways in which any question can be answered – in a simple way by less able candidates and in more sophisticated ways by candidates of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of candidates entered for the GCSE examination will be able to respond positively. Each ‘level’ therefore represents a stage in the development of the candidate’s **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answer within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, eg Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no ‘totting up’ of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the candidate has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

C Deciding on marks within a level

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **lower/lowest mark within the level**.

In giving more credit with the level, examiners should ask themselves several questions relating to candidate attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid 'bunching' of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Consider whether the answer is:

- precise in its use of supporting factual information
 - appropriately detailed
 - factually accurate
 - appropriately balanced, or markedly better in some areas than in others
 - set in the historical context as appropriate to the question
 - displaying appropriate **quality of written communication skills**
-
- **Note about indicative content**

The mark scheme provides **examples of historical content** (indicative content) which candidates may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some candidates to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the candidate's level of critical thinking determines this**. Remember that the **number** of points made by a candidate may be taken into account only **after** a decision has been taken about the quality (level) of the response.
 - **Some things to remember**

Mark positively at all times.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

As a general rule, give credit for what is accurate, correct or valid.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

D Some practical points

- **Answers in note form**

Answers in note form to any question should be credited in so far as the candidate's meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the candidates in diagrams, tables, maps etc, provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a candidate starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the 'thought level' equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, eg as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

- **The Final Mark Scheme**

The final mark scheme will be decided at the standardising meeting after full discussion of both the mark scheme and the scripts selected by the Principal Examiner for marking at the standardising meeting. At all stages, care will be taken to ensure that all candidates are treated fairly and rewarded for their positive achievements on the paper.

- **Post Standardising meeting**

After the examiners' standardising meeting, examiners may encounter answers which do not fit the agreed mark scheme but which are worthy of credit. These should be discussed with the Team Leader over the telephone. Such answers should be assessed in terms of the difficulty/sophistication of the thought involved. If it is believed that the 'thought level' equates with one of the levels in the mark scheme, it must be awarded a corresponding mark, with a brief note provided on the script to explain why.

E Assessment of Spelling, Punctuation and Grammar

Spelling, punctuation and grammar will be assessed via questions 2(c) and 3(c).
Four marks will be allocated for Spelling, Punctuation and Grammar in this question.
The performance descriptions are provided below.

High performance

4 marks

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Intermediate performance

2-3 marks

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

Threshold performance

1 mark

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.

91402C Elizabethan England

Section A Ships and seamen

Question 1

(a) What do **Sources A** and **B** suggest about Sir Francis Drake? **4**

Target Comprehension and inference from historical sources (AO3: 4 marks)

Candidates either submit no evidence or fail to address the question **0**

Level 1 **Answers that select details from the sources**
eg Source B says his men are all experienced at war. **1**

Level 2 **Answers that draw a simple inference from the sources**
eg he seems proud and richly dressed in the picture. **2-3**

Level 3 **Answers that develop a complex inference from the sources**
eg the image is of a successful sea captain who leads a top class crew who work as a team (Source B). He clearly is proud of the achievement of his ship and crew in the round the world voyage that is signified by the hand on the globe. He was the first Englishman to complete this journey in 1581 (Source A). **4**

(b)	What different impression of Drake is suggested by Sources C and D ? Explain your answer using Sources A, B, C and D .	6
Target	Comprehension and inference from historical sources (AO2: 2 marks and AO3: 4 marks)	
	Candidates either submit no evidence or fail to address the question	0
Level 1	Answers that select details from Sources C and/or D eg Source D says he was a pirate.	1-2
Level 2	Answers that provide a simple comparison based on the details of the sources eg the impression in Source B is that he is good to the crew giving them wages and in C he chops off a friend's head. OR Answers that use the sources but provide an inference eg the impression in Source C is a dynamic, adventurous one with lots of action but in Source A he is just standing there.	3-4
Level 3	Answers that develop an understanding or draw an inference about a view based on the details of the sources eg in Source B the impression is one of a team of sailors working together with great achievements and Drake should be admired and praised. The Queen did knight him! However in Source D Drake was a pirate and not a good leader; he is selfish. In Source D all he wants to do is get money for himself but in Source B he shares it with his crew. In Source D he does not understand loyalty and fights a mutineer (Source C) but in Source B works well with the crew and is kind to them. Source C shows him as a fighter but Source B as a good leader.	5-6

- (c) Why do you think **Sources A** and **B** give a different impression to **Sources C** and **D**? Explain your answer using **Sources A, B, C** and **D** and **your knowledge**. **8**

Target Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AO1: 2 marks, AO2: 2 marks and AO3: 4 marks)

Candidates either submit no evidence or fail to address the question **0**

Level 1 Answers that select details from sources OR Answers that say how the sources are different
eg they are different because Source A is a painting and Source C is a poster. **1-2**

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2 Answers based on simple reasoning based on differences in author, audience, time or place
eg they are different because Source A was done at the time. It is a painting that Drake would have seen. Source C was done for a film and the biography (Source D) was written recently, so it is a modern version. **3-4**

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3 Answers based on developed reasoning based on differences in author, audience, time or place
Answers will probably be based on how the authors acquired information or their intentions in writing eg Source A is meant to record Drake's achievements and it would be unlikely that the Spanish prisoner (in Source B) would denounce his captor if he wanted to live. Being Spanish though, we can believe it more because the Spanish were the enemies of England. However Source C is meant to get people to see the film and the film will dramatise Drake's life because it will make more money. Source C shows him as an all-action hero because that will excite movie goers. In Source A Drake is shown in the way he would want to be seen. It is part of his reputation at the time. **5-6**

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4 Answers that develop out of level 3 and provide some explanation of the links between reasons for the source differences
eg the intentions of the authors in the sources are very important and different. Kelsey's biography will try to be different because otherwise the book will not sell, so Source D describes Drake as a pirate which is controversial and will bring publicity. The film says the mutineer was defeated in a duel which is more exciting to watch than a trial and beheading. Source C takes parts of Drake's career and reputation and exaggerates for profit and sensationalism. Drake had a big role in the Armada but Kelsey says the Queen would not give him a major command. The film has him in 'the world's greatest sea battle'. **7-8**

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

- (d) How useful is **Source E** for understanding why men made voyages of discovery in the sixteenth century? 8
 Explain your answer using **Source E** and **your knowledge**.

Target An evaluation of utility (AO1: 2 marks, AO2: 2 marks and AO3: 4 marks)

Candidates either submit no evidence or fail to address the question 0

Level 1 Answers that assert a source or sources is/are useful or not because it/they tell(s) us something about the voyages of discovery in the sixteenth century
 Answers may select details from the sources to support the answer eg Source E is useful because it shows them mining and collecting silver. 1-2

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2 Answers that explain that one source is useful or not because of its provenance in relation to the motives for the voyages of discovery in the sixteenth century
 eg Source E is not useful because they had never been on a voyage of discovery. They did not know what the natives looked like, and even if they had they would not have been welcome to observe the Spanish mining. However it is useful to show the appeal of stories about the voyages and the exotic things they found. People wanted to hear about them in four languages. This shows the scene late in Elizabeth's reign and people would have stories to go with this and evidence of things they had brought back. It would appeal to all classes as a picture so they might want to go.
OR
Answers that explain that Source E is useful or not through an understanding of its content in relation to the motives for the voyages of discovery in the sixteenth century 3-4

eg Source E is useful because it shows that the lands they discovered were full of riches and the potential wealth attracted many other men as well as Drake. They knew about the strange new people and animals and were curious. They were also at war with the Spanish and this was a way of continuing with that war.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3 Answers that appreciate and explain the value of the source because of its provenance and an understanding of its content in relation to the motives for the voyages of discovery in the sixteenth century
 eg Source E is useful because it shows that the riches of the new lands attracted the Elizabethans. They needed money to fit out ships. They may have drawn this picture to attract investors to new projects. Perhaps the explorers wanted fame because the books seemed popular if they were translated into so many languages. The Spanish mining the silver could be robbed and this would reward and attract new backers and sailors. 5-6

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4 **Answers that develop out of level 3 and evaluate the relative importance, or relationship, of provenance and content or consider the source in the context of other relevant sources**

eg the idea of converting pagans to the Protestant faith might be in contrast to the Spanish Catholics in the picture who are exploiting the natives as slave miners but the Protestants want to increase the wealth of the natives and themselves as well. This could be a motive. The Protestants might want to seem morally superior but they dealt in slaves as Hawkins did.

7-8

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

(e) Why was the Spanish Armada defeated? 10

Target: An understanding and evaluation of causation (AO1 & AO2: 5+5 marks)

Candidates either submit no evidence or fail to address the question 0

Level 1 Answers that provide general statements, describe single factors or factual details of the defeat of Spanish Armada
 eg the Spanish ships had to sail round the top of the British Isles to get home. Many were shipwrecked. 1-2

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2 Answers that comment briefly on several factors, to do with reasons for the defeat of the Spanish Armada
 eg the Spanish commander had little experience of sailing. After sailing it was difficult for the Armada to get fresh supplies. Some of the huge Spanish galleons were difficult to handle in heavy seas. The English ships did use different tactics. They tried to sink the enemy from a distance. Drake had upset Spanish preparations.
OR
Answers that identify and explain one factor, in depth to do with reasons for the defeat of the Spanish Armada 3-5

eg the English had light and fast battle ships. The English sailors were experienced in fighting and sailing. The Spanish had more battleships but they included 22 huge galleons which were unsuitable for close manoeuvring. The Spanish stuck together and the English followed them up the Channel. The fire ships were a brilliant weapon.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3 Answers that recognise and explain several factors to do with reasons for the defeat of the Spanish Armada in specific detail
 eg the Spanish commander had little experience of sailing. After sailing it was difficult for the Armada to get fresh supplies. Some of the huge Spanish galleons were difficult to handle in heavy seas. The English ships did use different tactics, they tried to sink the enemy from a distance. The Spanish tried to grapple and board ships. The English had 54 battle ships. They were light and fast. The 14,000 English sailors were experienced in fighting and sailing. The Spanish had 64 battleships but they included 22 huge galleons which were unsuitable for close manoeuvring. The Spanish stuck together and the English harried the Spanish crescent up the English Channel. The fire ships were a brilliant weapon that destroyed the Spanish formation. The English could re-supply their ship with cannonballs. The Spanish cannon could fire shorter distances. 6-8

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4 **Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors**

eg the weakness of Spanish leadership contrasts with the experience and talent of the English captains and this is shown in their use of the fire ship to destroy the fleet. However had Parma been more ready to set out they might have invaded. The English commanders simply used their equipment better than the Spanish used their less suited technology.

9-10

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

EITHER

Section B Catholicism

Question 2

(a) Why was Philip II important? **4**

Target Understanding of the key features of the period (AO1 and AO2: 2+2 marks)

Candidates either submit no evidence or fail to address the question **0**

Level 1 Explanation shows recognition and simple understanding of the key feature mentioned in the question
Answers will show simple recognition of Philip II **1-2**
 eg Philip II was the king of Spain.

Level 2 Explanation shows understanding in a broader context of the period
Answers will show knowledge of some distinctive features of Philip II **3-4**
 eg Philip had been married to Elizabeth’s sister, Queen Mary. Philip intended to propose to Elizabeth. It would be an easy way to make sure England stayed Catholic. Philip was the ruler of the most powerful country in the world. But he would prefer not to have to spend money conquering England. If Elizabeth was overthrown early on in her reign then Mary, Queen of Scots would take over and she was friendly to the French.

(b) Using **Source F** and **your knowledge**, explain why Queen Elizabeth’s settlement of religion was a compromise. **8**

Target **Understanding of the key features of the period (AO1: 3 marks, AO2: 3 marks and AO3: 2 marks)**

Candidates either submit no evidence or fail to address the question **0**

Level 1 **Discusses the source only**
OR
Describes the religious settlement
 eg Elizabeth passed the Acts of Supremacy and Uniformity in 1559. **1-2**

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2 **Considers a singular cause (probably based upon the quotation offered) and/or mentions other aspects related to Elizabeth’s compromise in religion**
 eg the Queen realised those who disagreed on religion might also disagree on other matters. Religion was sufficiently important for men to rebel against the Queen. That is why she compromised on religion. **3-5**

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3 **Explains more than one cause related to Elizabeth’s compromise in religion. At this level responses will explain more than one or two aspects apart from those suggested in the quotation**
 eg the Queen was concerned not to upset people and to buy time for her reign to establish itself. She was personally tolerant of beliefs so long as people were loyal. She said she did not want to make ‘windows into men’s’ souls’. A hard line on religion would make it a cause that could be exploited by her enemies in England and abroad. It was a reason for rebellion. Elizabeth was concerned about religion because her sister Mary had been a Catholic and Elizabeth was a Protestant. She knew that the rest of Europe was watching her settlement of religion. **6-8**

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

(c)	<p>'It was the plots and events of 1568-1570 that led to a change in Queen Elizabeth's religious policy towards English Catholics'</p> <p>How far do you agree with this interpretation of the importance of plots and events of 1568-1570 in changing Queen Elizabeth's policy towards English Catholics? Explain your answer.</p>	12
Target	<p>Understanding, analysis and evaluation of an interpretation (AO1: 2 marks, AO2: 2 marks and AO3: 8 marks)</p>	
	<p>Candidates either submit no evidence or fail to address the question</p>	0
Level 1	<p>Simple descriptive comment or comments about the interpretation. eg the plots and events of 1568–1570 meant Elizabeth had to be more severe with Catholics.</p> <p>The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	1-2
Level 2	<p>Identifies or describes different ways in which the issue has been interpreted eg there had always been calls for Elizabeth to take a harder line with Catholics even before the Papal Bull of Excommunication or the plots and events of 1568–1570. There were plots after 1570 like the Throckmorton and Babington Plots which also meant that Elizabeth's policy had to change. When war broke out in 1585 with Spain, Catholic priests had to leave the country within 40 days and after that they would be executed.</p> <p>OR Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about</p> <p>May explain the interpretation on the basis of analysis of: eg the Northern Rebellion/ 'Rising of the North' Papal Bull and its implications Mary Queen of Scots Ridolfi Plot Elizabeth's policy towards Catholics / legislation of 1571 and after seminary priests / Jesuits later events, including international developments</p> <p>May explain how interpretation came about on basis of: eg contemporary representations – eg by Protestant MPs, Spanish ambassadors inference from legislation international context – eg St Bartholomew's Day massacre difficulty in discerning Elizabeth's policy / role of ministers changing political context– eg Elizabeth's reluctance earlier in her reign to tackle matters of religion. etc</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	3-6

Level 3 **Answers that explain more than one interpretation in depth. Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and / or explain how the interpretation came about**

Will explain **more than one** interpretation as above

7-10

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4 **Analyses how and why different interpretations have come about. An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context. Answers will emerge out of level 3.**

eg the Bull of Excommunication and the Northern Rebellion can be seen to be important in changing the Queen's policy towards English Catholics - the Bull especially as it meant that English Catholics would no longer be loyal to the Queen. From 1571 onwards a succession of anti-Catholic laws were passed, which directly stemmed from the Bull of Excommunication. This legislation shows that the whole tone of Elizabeth's government's policy towards Catholics can be seen to have changed as a consequence of the events of 1568-70. However, analysis of the practice of her policy shows that the events of 1568-70 were less important as a watershed – most Catholics were still tolerated and decisive action against the focus of Catholic ambition Mary, Queen of Scots, did not happen until 1585.

11-12

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

SPaG **Spelling, Punctuation and Grammar** **(4 marks)**

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

1

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

2-3

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

4

OR

Section B Poverty

Question 3

(a) Why were vagabonds important? **4**

Target Understanding of the key features of the period (AO1 & AO2: 2+2 marks)

Candidates either submit no evidence or fail to address the question **0**

Level 1 Explanation shows recognition and simple understanding of the key feature mentioned in the question
 Answers will show simple recognition of vagabonds. **1-2**
 eg The vagabonds were wandering beggars. They were fit and strong but avoided work.

Level 2 Explanation shows understanding in a broader context of the period
 Answers will show knowledge of some distinctive aspects of the role of vagabonds. **3-4**
 eg the vagabonds were wandering beggars. They were fit and strong but avoided work. They were feared by ordinary people because they robbed and stole. They had their own language called canting. There were clapperdudgeons and counterfeit cranks. Many thought they were a serious threat to law and order.

(b) Using **Source G and your knowledge**, explain why Queen Elizabeth’s government was worried about poverty. **8**

Target Understanding of the key features of the period (AO1: 3 marks, AO2: 3 marks and AO3: 2 marks)

Candidates either submit no evidence or fail to address the question **0**

Level 1 Discusses the source only

OR

Describes the poverty

eg some people were poor because they were ill; others were poor by misfortune such as the wounded soldier, but there were others – ‘sturdy beggars’ that worried people. **1-2**

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2 Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the Elizabethan concern about poverty

eg the Puritans thought that hard work was good. Idleness was a sin that displeased God. It was the devil who made people idle. Many of Elizabeth’s advisers were Puritans. **3-5**

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3 Explains more than one aspect related to the Elizabethan concern about poverty

At this level responses will explain more than one or two aspects apart from those suggested in the quotation eg Elizabethan government did not have a standing army so they were always worried about rebellions. The rising numbers of poor people made the threat of rebellion even greater. As the numbers of poor people rose private charity could not deal with them. Henry VIII had closed down the monasteries that used to help care for the poor. The JPs thought that the poor were a threat to the law and order of the area. **6-8**

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

(c)	<p>‘It was rapid inflation that caused the increase in poverty in Elizabethan England.’</p> <p>How far do you agree with this interpretation of what brought about increased poverty in Elizabethan England? Explain your answer.</p>	12
Target	<p>Understanding, analysis and evaluation of an interpretation (AO1: 2 marks, AO2: 2 marks and AO3: 8 marks)</p>	
	<p>Candidates either submit no evidence or fail to address the question</p>	0
Level 1	<p>Simple descriptive comment or comments about the interpretation. eg rapid inflation meant that the poor could not afford to pay for food.</p> <p>The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	1-2
Level 2	<p>Identifies or describes different ways in which the issue has been interpreted eg the fighting of wars left soldiers and sailors without jobs when they finished; enclosures pushed people off the land and the population increased.</p> <p>OR Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about</p> <p>May explain the interpretation on the basis of analysis of: eg the effects of rapid inflation/ low wages / food shortages / rise in the cost of living bad harvests debasement of the coinage / effects of recoinage government policy /expenditure enclosure economic change population growth / movement / urban growth</p> <p>May explain how interpretation came about on basis of: eg government action on inflation contemporary viewpoints – legislation / attitudes towards poverty / vagrants availability of records economic data etc</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	3-6
Level 3	<p>Answers that explain more than one interpretation in depth. Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and / or explain how the interpretation came about</p> <p>Will explain more than one interpretation as above</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p>	7-10

Level 4 **An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence. Answers will emerge out of level 3.**

eg to economic historians the interpretation has validity. Prices did rise and so did the incidence of poverty. Inflation happened for many reasons - there was less food for a rising population and so supply and demand meant prices rose more than wages, particularly during times of poor harvests. The inevitable consequence of all this was poverty. However, the Elizabethans would have attached considerable blame for poverty on the individual as evident by draconian new legislation to punish vagrancy. **11-12**

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

SPaG **Spelling, Punctuation and Grammar** **(4 marks)**

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. **1**

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. **2-3**

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. **4**