



GCSE

HISTORY

8145/2B/C

Paper 2B/C Elizabethan England, c1568-1603

Mark scheme

Additional Specimen Material

Version E1.2

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.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	Performance descriptor	Marks awarded
High performance	<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	4 marks
Intermediate performance	<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	2–3 marks
Threshold performance	<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	1 mark
No marks awarded	<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	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	1
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Study **Interpretation A** in the Interpretations Booklet.

How convincing is **Interpretation A** about the motives for Drake’s round the world voyage?

Explain your answer based on your contextual knowledge and what it says in **Interpretation A**.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse individual interpretations (AO4a)**
Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)

Level 4: **Complex evaluation of interpretation with sustained judgement based on contextual knowledge/understanding** **7–8**

Extends Level 3.

Students may progress from a developed evaluation of interpretation by complex analysis of the interpretation supported by factual knowledge and understanding.

For example, I think it is very convincing because at the start Drake had mixed motives. Drake brought back about £140,000 worth of gold, silver and jewels, the fact that these had been taken from Spanish, Catholic ships and settlements suited Drake as a Puritan who wanted to damage Spain and also get revenge for a Spanish attack on Hawkin’s Fleet in 1568. But it is also possible that Drake changed his intentions during the voyage.

Level 3: **Developed evaluation of interpretation based on contextual knowledge/understanding** **5–6**

Extends Level 2.

Students may progress from a simple evaluation of the interpretation by extended reasoning supported by factual knowledge and understanding of more than one aspect of the interpretation.

For example, it is convincing because there were many motives. He made £40 for each pound his investors lent him. And he claimed new land for England and made trade contacts with the spice Islands.

Level 2: Simple evaluation of interpretation based on contextual knowledge/understanding **3–4**

Students may progress from a basic analysis of interpretation by reasoning supported with factual knowledge and understanding based on one aspect of the interpretation.

For example, it is convincing because he did want wealth, when he returned he had so much gold on board that the half he gave to Queen Elizabeth was more than the entire Royal income from the previous year.

Level 1: Basic analysis of interpretation based on contextual knowledge/understanding **1–2**

Answers may show understanding/support for interpretation, but the case is made by assertion/recognition of agreement.

For example, as several courtiers who paid for Drake's voyage hoped he would, he came back with more gold and silver.

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

0	2
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Explain what was important about the rebellion of the Earl of Essex for Elizabethan England.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex explanation of consequences** **7–8**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation by extended analysis of the consequences of the stated development (Essex rebellion) in the broader historical context (Elizabethan England). This is supported by factual knowledge and understanding.

For example, the rebellion is important because it shows the power of the Cecil family in the Elizabethan Court. Essex saw William and his son Robert as an obstacle to his own rise. Essex's own mistakes and his ambition collided with the power of the Cecil's. There was only ever going to be one winner.

Level 3: **Developed explanation of consequences** **5–6**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, the rebellion was important because it shows how easy it was for someone to lose favour, for example through Essex's mistakes in Ireland, and how dangerous the politics of the Elizabethan court were for people who made mistakes.

For example, the importance of the rebellion was that it shows how much in control of her court Elizabeth was because when she stopped Essex's monopoly on sweet wines, his debts forced him to take drastic action.

Level 2: Simple explanation of one consequence **3–4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation by simple reasoning of **one** of the identified consequences, supporting by factual knowledge and understanding.

For example, the Essex rebellion was important because it shows that the Queen was very much in control even as late as 1601. The rebellion was easily put down.

Level 1: Basic explanation of consequence(s) **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify consequence(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, Essex was executed as a result of his rebellion failing.

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

0	3
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Write an account of the ways in which Queen Elizabeth dealt with the challenge of Puritanism.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex analysis of change/continuity(s/ies)** **7–8**

Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed narrative of change/continuity(s/ies) with complex reasoning supported by a range of accurate and detailed factual knowledge and understanding. For example, an explanation of different impacts/ consequences of change in the broader historical context.

For example, Elizabeth was very determined to contain Puritanism. She would not accept any opposition so she suspended Edmund Grindal, the Archbishop of Canterbury, because he was a Puritan and liked Prophesyings. When she appointed Whitgift he took a hard line, punishing, imprisoning puritans. They got the message in the 1580s and after 1590 Puritanism declined as many of the leading puritans and their supporters had died, John Field, the Earl of Leicester, Sir Francis Walsingham.

Level 3: **Developed analysis of change/continuity(s/ies)** **5–6**

Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple narrative of change/continuity(s/ies) with extended reasoning supported by a range of factual knowledge and understanding.

For example, Elizabeth used a number of different methods to control Puritanism and increase the pressure through her reign. She made her Archbishops of Canterbury like Matthew Parker take a strong line against puritans so in 1566 he told them what to wear and 30 ministers were expelled. She would also punish people like Stubbs for his Puritan writing in 1583. She

had his hand cut off.

Level 2: Simple analysis of change(s) 3–4
Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question.

Candidates may progress from a basic narrative of change(s) by showing a simple understanding of consequence(s) with supported with factual knowledge and understanding.

For example, during her reign the Puritans demanded changes to the Elizabethan Church. In 1566 they wanted ministers to wear simple black clothes. Elizabeth made Matthew Parker issue rules for the church. In 1571 Walter Strickland wanted a new prayer book and changes to clothing. Elizabeth shocked Parliament before his ideas were discussed. In the 1580s Elizabeth put Puritans in prison.

Level 1: Basic analysis of change(s) 1–2
Answer is presented in a straightforward account that demonstrates basic knowledge and understanding that is relevant to the question.

Candidates identify a basic narrative of change, which is relevant to the question.

For example, Puritans wanted things to be plain and simple. Elizabeth made the Archbishop of Canterbury lay down rules about what ministers should wear. She had Puritan meetings banned.

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

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	4
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'The main reason for building a stately home in Elizabethan times was to demonstrate the successful career of its owner.'

How far does a study of **Burghley House** support this statement?

Explain your answer.

You should refer to **Burghley House** and your contextual knowledge.

[16 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:8)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)

To support their answer students could include aspects of the site such as: location, function, structure, design, people connected with the site, how the site reflects culture, values and fashions of the time and how the site links to important events and/or developments of the specified period.

Level 4: **Complex explanation of causes leading to a sustained judgement** **13–16**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of causes by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, the reason for building a stately home might be to give permanence to the wealth and position a courtier had attained. This is true of Burghley House. Geographically it was at the centre of a web of powerful people and communication. Burghley chose the site well to further his ambition and consolidate his position. He intended that his palace should be fit for a Queen, perhaps on one of her progresses and also be a place where diplomacy could be conducted. Burghley was built so it would help its owner as a political host. Built on the edge of the great North Road that ran from London to Scotland the area had many influential property owners such as Catherine,

Duchess of Suffolk, Christopher Hatton and Lord Clinton. There were Royal properties like Fotheringhay close at hand and excellent hunting in the Royal Forest of Rockingham nearby.

Level 3: Developed explanation of causes **9–12**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answers may suggest that one factor has greater merit.

Students may progress from a simple explanation of cause(s) to a developed explanation of causes by extended reasoning supported by factual knowledge and understanding of the site.

For example, one reason for building Elizabethan stately homes like Burghley House was to have a pleasant and practical working home. So Burghley had functions in a practical way so it had areas designed for discourse and interaction. Burghley designed in a loggia which inspired many later Elizabethan house designs. These allowed the owner and his guests to survey the surrounding gardens and grounds. Although open to the atmosphere, it could be an area for exercise and socialising. Cecil took the lead in introducing this at Burghley in 1562. It has strong connections with Cicero and had a classical design. It sparked a fashion in other Elizabethan houses built in the 1560s and 1570s.

For example, Lord Burghley lived as he was expected to be living and built accordingly. Burghley House demonstrated his wealth and position. He took the name of his title from it so it was special to him. In the 1560s Cecil had worked for the powerful Duke of Somerset. His design of Somerset House may have inspired Cecil. One reason for building a stately home like this was certainly to impress people in a similar way with his new wealth and position. He chose windows as favoured by Somerset and which reflected a French design influence. Copying the look seemed to stress that he had equal status.

Level 2:	Simple explanation of cause(s) Answer demonstrates specific knowledge and understanding that is relevant to the question Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant. Students may progress from a basic explanation to a simple explanation of cause(s) by simple reasoning supported with factual knowledge and understanding of the site. For example, the reason for building Burghley House was to show off Cecil's fortune and position. It contains a mixture of styles which suggest that William Cecil had a personal hand in its design. There are some traditional parts such as the large open timber work roof in the Great Hall built in 1578, this was like so many medieval halls. Perhaps Cecil wanted it to look very big and grand even though this was not fashionable because halls in the Elizabethan period were having the ceilings flat plastered and increasingly of only one storey.	5–8
Level 1:	Basic explanation of cause(s) Answer demonstrates basic knowledge and understanding that is relevant to the question Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit. Students recognise and provide a basic explanation of cause(s) For example, William Cecil was Elizabeth's Secretary of State. He became Lord Burghley and Lord Treasurer in 1572 – this meant he made a lot of money and he built two country houses, Burghley, and Theobalds.	1–4
	Students either submit no evidence or fail to address the question	0