



GCSE

HISTORY

8145/2B/C

Paper 2B/C Elizabethan England, c1568-1603

Mark scheme

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 career of Sir Walter Raleigh?

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, the interpretation projects Raleigh at the time of his fall in 1592 as a proud, confident and prestigious figure, hardly surprising given his celebrity and past achievements, but at the heart of the interpretation is the power of the Queen to make or break careers at court. Even Raleigh's reputation and status cannot survive her displeasure. In depicting Raleigh as leaving the court it might imply the end of his career, whereas he continued to be involved in politics, exploration and the navy for the remainder of Elizabeth's reign.

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 also convincing because it shows that the Queen was surrounded by courtiers and that the rivalry and jealousy felt towards Raleigh as a favourite is implied. The evident wealth and status that Raleigh enjoyed is also conveyed by his representation in the drawing. However, this does not explain its foundation, nor reference his importance in the navy and in the colonisation of America.

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 it shows Raleigh to have fallen out of favour with Queen Elizabeth. He was dismissed from court in 1592 and imprisoned following a secret marriage to one of Elizabeth's ladies in waiting.

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, it shows him being sent away by the Queen.

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

0 2 Explain what was important about the problem of poverty in 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 (problem of poverty) in the broader historical context (Elizabethan England). This is supported by factual knowledge and understanding.

For example, the problem of poverty was important because it could, if not dealt with, eventually lead to the overthrow of Queen Elizabeth. The government had to reform the Poor Law to cope with the growing numbers of poor people, who might resort to crime or even worse rebellion which would seriously threaten Elizabeth's rule.

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 problem of poverty was important because more people were desperate and this led to the fear amongst the upper classes that more crimes would be committed and there would be more violence.

For example, the problem of poverty was nationwide, so the Privy Council enquired of and researched amongst local JPs and town councils to see who had come up with effective methods for dealing with the problem.

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, there were more poor people in England due to inflation and population growth and this was important because the government had to reform the Poor Law to cope with the problem.

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, in Elizabethan England, there was a surge in the numbers of poor people at this time which alarmed people.

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

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Write an account of the ways in which the Northern Rebellion affected 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 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, although the rebellion started as an attempt to assert traditional noble independence of the crown it actually resulted in a strengthening of the crown's position in the north because the lands of the rebels were confiscated and a new Council of the North was established to provide more centralised control.

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, it was a Catholic rebellion so it fuelled anti-Catholic sentiment at court as it reinforced the message that English Catholics could not be trusted. Many of the rebels used emblems like the five wounds of Christ to symbolise their loyalty to the Catholic Church.

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, in November 1569 the Catholic Earls of Northumberland and Westmorland seized control of Durham and then laid siege to Barnard Castle. These actions were an outright act of rebellion against the crown.

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, rebels seized control of Durham and then laid siege to Barnard Castle, so the Queen temporarily lost control of parts of northern England.

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.

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‘The main change that Elizabethan manor houses demonstrated was the greater prosperity of their owners.’

How far does a study of **Speke Hall** support this statement?

Explain your answer.

You should refer to **Speke Hall** 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, Elizabethan manor houses not only reflected how the country had become more prosperous, but the main change was how they demonstrated the new status of their owners. Owners like the Norris family wanted to show their new status and they used Speke Hall to announce this change in fortune. Design aspects at Speke reflect both their change in prosperity and the rise of the gentry class, showing that they were different from their servants, who were accommodated separately. This meant that the Norris’ could enjoy a more private life. They could afford to break away from the medieval practice of all the servants sleeping in the Great Hall. This change

happened at Speke Hall when, the owner Edward Norris completed the northern range to enclose the courtyard in 1598. He was able to build a bedroom for himself and rooms for the servants away from the family.

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, another change that demonstrated the wealth of the Norris' was the remodelling of the fireplace in the parlour. It became the central focus of the room and was no longer used for cooking on. Above the fireplace is an over-mantel which shows off three generations of the Norris family and how their fortunes had changed for the better during the period.

For example, another change showed how the status of the Norris' had improved was the great number of glass windows at Speke. The use of glass, which was expensive, not only showed that Norris' were wealthy, but also showed their standing in society. For example, they installed heraldic glass in the Great Hall to show off the arms of the families to which they were related.

Level 2: Simple explanation of cause(s) **5–8**

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 owners of Speke Hall showed how their wealth had increased by being able to afford to remodel the Great Hall, changing the decoration and moving on from the fashion for medieval plastering and tapestries to Renaissance influenced Flemish carvings. It is possible that Norris' wife, a member of the Smallwoods, a merchant family who had trading connections with the Low countries, might have imported the panels.

Level 1:	Basic explanation of cause(s)	1–4
	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, Elizabethan houses like Speke had great chimneys, which showed that the owners could now afford lots of heating. Speke has more small rooms that are easier to heat than medieval halls.	
	Students either submit no evidence or fail to address the question	0