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# GCSE HISTORY 8145/2B/C

Paper 2 Section B/C: Elizabethan England, c1568–1603

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**Mark scheme**

June 2020

Version: 1.0 Final

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 Examiner.

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.

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How convincing is **Interpretation A** about the Earl of Essex?

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 is convincing because Essex was impulsive he rushed back from Ireland straight into the Queen’s presence in her private quarters. He was dishevelled and dirty, and she was unprepared. His enemies at court were the Cecils who undermined him while he was away. But he was arrogant and did not help himself by going against the Queen’s orders, creating knights of his followers and making a peace with the Earl of Tyrone. That he dared to think of rebelling, shows his lack of judgement but also Elizabeth’s weaker hold on the government at the end of her 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 convincing because it says that Essex rebelled he took four of the Queen’s Privy Councillors hostage, and with over 200 armed followers marched to his London house. Cecil labelled him a traitor and Elizabeth’s soldiers forced him to surrender. There was no support for him in London. Within two weeks he was put on trial for treason. He was executed on 25 February 1601.

<b>Level 2:</b>	<b>Simple evaluation of interpretation based on contextual knowledge/understanding</b>	<b>3–4</b>
	<p>Students may progress from a basic analysis of interpretation by reasoning supported with factual knowledge and understanding based on one aspect of the interpretation.</p> <p>For example, the interpretation is convincing because Essex failed in Ireland. He was sent to put down a rebellion and instead he made peace with the Earl of Tyrone.</p>	
<b>Level 1:</b>	<b>Basic analysis of interpretation based on contextual knowledge/understanding</b>	<b>1–2</b>
	<p>Answers may show understanding/support for interpretation, but the case is made by assertion/recognition of agreement.</p> <p>For example, Essex was one of Elizabeth’s favourites at court.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

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

For example, what was important about Puritanism was that it threatened the hierarchy of power and authority. By criticising the bishops and the church hierarchy which Elizabeth supported, Puritans also implied criticism of political authority – that of the Queen and nobility. Puritanism covered a wide range of views from radical to moderate and there were many Puritan supporters at Court and in the Privy Council.

**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, Puritanism was important because many of the ideas came from John Calvin in Geneva and were different to how the Elizabethan Anglican church worshipped. Puritans wanted to wear simple clothes during services they criticised the bishops. Puritans wanted a simple form of church service and little decoration in churches. Some Puritans wanted to separate from the Church of England and a new separatist church was established in Norwich led by Robert Browne in 1580.

For example, Puritanism was important because some of their extreme views required Elizabeth to take action to show that she was in charge of the church. She disagreed with Archbishop Edmund Grindal about prophesying - Puritan prayer meetings to discuss the Bible. Elizabeth did not want Puritan ideas spread, Grindal refused to close them down so Elizabeth replaced him with John Whitgift. He immediately issued the Three Articles forcing all churchmen to swear to accept the bishops, the Prayer book, and the 39 Articles of 1563. He had a much harsher approach and wished to suppress Puritanism.

**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, supported by factual knowledge and understanding.

For example, Puritanism was important because they wanted Queen Elizabeth to take action against the Catholics in England. They had many supporters in government and in the clergy.

**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, the Puritans were hotter types of Protestant.

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

**0 3**

Write an account of the ways in which the theatre developed 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 analysis of change(s) 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(s) 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, the Elizabethan theatre showcased the idea that Elizabethans were living in a 'Golden Age'. Playwrights were aware that the world was changing and they questioned medieval ideas. They gave voice to newly educated townspeople. The plays signalled the discoveries both scientific and geographic of the new age. The authorities were well aware of this new medium, and censored it when necessary but also used it as entertainment for the masses.

**Level 3: Developed analysis of change(s) 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(s) with extended reasoning supported by a range of factual knowledge and understanding.

For example, in Elizabethan England the theatre developed because the Queen approved of it and enjoyed the plays. They were performed for her at court. The Queen, like the nobility, used their patronage to support her own troupe of players, 'Queen's Men'. This support meant that opposition from groups like the Puritans, who would rather people went to church on Sunday than a play, or the city authorities in London who feared both crime, disorder and disease, did not stop the development of the Elizabethan theatre.

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

Students 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, the theatre developed in Elizabethan times from being performed in the courtyard of an inn to purpose-built theatres. Rich people could sit in the gallery and the poor people gathered round the pit below the stage. There were many great playwrights like Shakespeare.

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

Students identify a basic narrative of change(s), which is relevant to the question.

For example, rich and poor people enjoyed visiting the theatre. The place was very popular.

**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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'Leadership was the main reason for success in battle during the Elizabethan period.'

How far does a study of **the Spanish Armada** support this statement?

Explain your answer.

You should refer to **the defeat of the Spanish Armada in the English Channel** 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 consequences 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 consequences by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, there several reasons why the Spanish Armada was defeated and leadership on both the Spanish and the English side was a very important one of them. There were long term reasons other than what happened in the channel, such as Drake's raid on Cadiz in 1587 which delayed the sailing of the Armada, and damaged its supplies especially the casks which leaked and caused food to rot when the Armada did sail. Because Medina-Sidonia was not a regular naval commander he stuck rigidly to Philip II's plan. Had he more independence or courage he might have attacked the English fleet earlier and that would have bought him time to communicate with Parma and for the

Spanish army to embark.

**Level 3: Developed explanation of consequences** **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 consequences to a developed explanation of causes by extended reasoning supported by factual knowledge and understanding of the site.

For example, leadership was important but so too was technology, the English had smaller more agile ships and their guns could be reloaded far more quickly than the Spanish guns. So, the English fired more shots and were more devastating than the Spanish guns. The Spanish possessed fewer of the long-range guns that the English had and the ships did not have the correct cannon balls to use in them. Tactics played a part because the Spanish intended to get close to and board the English ships whereas the English avoided that and used their advantage by firing from distance.

For example, the main reason the Armada failed was because of poor leadership – not that of Medina Sidonia who merely carried out the plan of Philip II. His leadership was flawed because he did not understand the practicalities of coordinating a fleet and a land army at the same time. Communications also played a part in coordinating the Spanish fleet and its army. When the Spanish fleet arrived, Medina Sidonia had not yet defeated the English fleet which attacked. It might have been defeated had the Spanish attacked the English fleet in Plymouth but Medina-Sidonia stuck to Philip II's plan.

**Level 2: Simple explanation of consequences** **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 consequences by simple reasoning supported with factual knowledge and understanding of the site.

For example, the English were led by Howard of Effingham and Francis Drake. The Spanish were led by Medina Sidonia, although King Philip II of Spain gave him the plan to join up with the Duke of Parma to escort his army across the English Channel. But Parma wasn't ready and the English launched fireships. This was a brilliant tactic because it broke up the Spanish fleet. The English fleet was smaller and more agile. It had greater firepower because of the nature of its guns so technology played a part.

<b>Level 1:</b>	<b>Basic explanation of consequences</b>	<b>1–4</b>
	<b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	
	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 consequences	
	For example, the English used fireships to break up the crescent formation of the Spanish Armada led by Medina-Sidonia.	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>