



GCSE HISTORY 8145/2B/C

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

Mark scheme

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2 3 6 G 8 1 4 5 / 2 B / C / M S

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.

0 1

How convincing is **Interpretation A** about Essex's rebellion?

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
	<p>Extends Level 3.</p> <p>Students may progress from a developed evaluation of interpretation by complex analysis of the interpretation supported by factual knowledge and understanding.</p> <p>For example, the interpretation is convincing because patronage was important for people at court. They had to be in the Queen's favour. In the 1560s Elizabeth was able to set one faction against another, Leicester against William Cecil and divide the Privy Council. By the 1590s many experienced counsellors were dead and the Queen sided with Robert Cecil. This forced Essex and other disappointed courtiers to rebel.</p>	
Level 3:	Developed evaluation of interpretation based on contextual knowledge/understanding	5–6
	<p>Extends Level 2.</p> <p>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.</p> <p>For example, it is convincing because the Queen did not renew Essex's monopoly on the import of sweet wine. This ruined him financially and a major reason why the relationship deteriorated. So, the Queen did provoke him to rebel because he had no other options and large debts. Other people at court who were not on Cecil's side went to join him.</p>	

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, the interpretation is convincing because Essex did not like Robert Cecil. While he was away in Ireland he thought Cecil was becoming too powerful so against the Queen's orders he rushed back to see her. He burst into her bed chamber and caught her without her wig.

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, Essex rebelled in February 1601.

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

0 2

Explain what was important about the Elizabethan voyages of discovery.

[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 (the Elizabethan voyages of discovery) in the broader historical context (Elizabethan England). This is supported by factual knowledge and understanding.

For example, the Elizabethan voyages of discovery were important because they allowed English naval power to grow and this was vital in defeating the Armada in 1588. It was English seamanship perfected on the overseas voyages that won victory which in turn helped to unite the country behind Elizabeth. English naval power continued to develop, gaining colonies, discovering new goods and confirming for many Elizabethans that they lived in a ‘Golden Age’.

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 Elizabethan voyages of discovery were important for England because it gained land from the voyages of discovery. England began the search for land abroad and to establish colonies, for example, in 1584 Walter Raleigh tried to colonise North America for Queen Elizabeth. In later periods this would lead to great wealth and an overseas empire for England.

For example, the voyages of discovery were important because they boosted the country's income, they brought riches back to England. As well as trading in African slaves, English ships traded with South American countries, seized Spanish treasure ships with gold and silver. Drake gave the Queen a half share of the treasure from his round the world voyage in 1580 which was more than a year's income for the Crown.

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 voyages of discovery led to England becoming a slave trading nation. In 1564 John Hawkins kidnapped several hundred West Africans and sold them in South America. Slave traders became very rich.

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 voyages of discovery allowed English ships to steal Spanish gold and treasure.

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

0 3

Write an account of the ways in which the lives of poor people changed 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 Elizabethans showed a change in attitude to the poor based upon a better understanding of the causes of poverty. In the time of Elizabeth's father, poverty and beggars were punished. However, from 1576, that changed for the better as the state stepped in. An Act of Parliament allowed the able-bodied poor to be helped to find work or paid 'outdoor relief'. The government learned from the examples of new methods in towns like York, Norwich and Ipswich. They dealt selectively and flexibly with the poor. The Elizabethans thought that private charity would not cope. The government took responsibility for the welfare of people and the poor did not have to rely upon private charity and from 1598 it was established that poor relief would be paid for by a compulsory poor rate.

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 lives of the poor people changed depending on why they were poor. They still punished the idle poor who were seen as lazy, they could be whipped and sent to a House of Correction where

they would be forced to work. The able-bodied poor were given food and helped with money collected by a Poor Rate. Some towns treated the poor differently and did not whip or punish them for example, in 1569, Ipswich licensed genuine beggars, and trained poor children in a trade.

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 Elizabethans dealt with the poor by separating the able-bodied poor and the helpless poor from those poor people who were idle. The idle poor were seen as a threat and punished. The able-bodied and helpless poor were given money from the poor rate.

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, the Elizabethans passed a Great Poor Law in 1601 which looked after the poor.

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 reason that Mary, Queen of Scots did not escape while in England was because of where she was imprisoned.’

How far does a study of **Sheffield Manor Lodge** support this statement?

Explain your answer.

You should refer to **Sheffield Manor Lodge** 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 causation 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 causation by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, there were several reasons why Mary, Queen of Scots did not escape from imprisonment. She was kept on properties which the Earl of Shrewsbury owned and were centrally located in the Midlands and northern England, far from the coast. She was moved around and as a moving target was difficult to rescue. George Talbot was the wealthiest man in England, able to balance the costs of supporting a Queen’s household, with the need for security and to keep a watchful eye on his prisoner. However, perhaps the reason she did not escape was down to Walsingham who always kept one step ahead of her and her supporters. With an extensive network of spies, in

England and abroad as well as informers inside Shrewsbury’s household, he had his own sources of information about Mary as well as George Talbot’s regular reports.

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

For example, the location of the Earl of Shrewsbury’s estates was crucial to making sure that Mary did not escape. Talbot’s properties were in the Midlands and South Yorkshire. They were close together so that Mary could be moved around easily, on open roads, and no one intending to help her escape would know precisely where she was at any one time. The estates of George Talbot were gathered together in the centre of the country and far away from the coast which would make it difficult for a foreign invader to reach her without Elizabeth’s government knowing and for her then to be taken out of the country. His estates were far away from London and that meant that Mary would be kept away from any scheming at court, such as that which involved the Duke of Norfolk and led to the Northern Rebellion.

For example, the main reason for using George Talbot as her jailer was that he could afford to look after Mary in the manner appropriate to a queen, yet keep her secure. Talbot paid for improvements, such as the Turret House, to the comfort and security he could provide at Sheffield Manor Lodge. He was a trusted moderate Protestant, with Catholic sympathies, and his wife, Bess of Hardwick was respected by the Queen. Bess of Hardwick could be trusted to keep an eye on Mary, as they both enjoyed embroidery. Another good reason why George Talbot was a good choice as Mary’s jailer was that there were very few other people who would do the job or be persuaded to do it. At the start it might have been considered a temporary job but it lasted for 15 years. It kept the Earl of Shrewsbury away from court which cost him politically.

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

For example, Sheffield Manor Lodge was a fortified building in which Mary was kept when she was not in Sheffield Castle. George Talbot kept her well-guarded. After the St Bartholomew's Day massacre in August 1572, he reported to the Privy Council that he had over 70 armed guards looking after Mary night and day. Built on high ground, Sheffield Manor Lodge had a good view of the surrounding countryside.

Level 1: Basic explanation of causation **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 causation

For example, the main reason Mary, Queen of Scots, did not escape was because George Talbot kept her under armed guard all the time and she was not allowed out. He moved her around his estates so that nobody knew where she was to rescue her.

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