
GCSE History

8145/2B/C – Paper 2: Section B/C

Elizabethan England, c1568-1603

Mark scheme

June 2018

Version/Stage: 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 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

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.

In many of our mark schemes we use the following terms to describe the qualities and levels of reasoning of an answer:

Complex: Answers build on the qualities of developed answers. Answers display reasoning that shows the links or connections between evidence or details that are explicitly relevant to the question. Answers may show originality or sophistication. Answers demonstrate substantiated judgement or an awareness of the provisional and problematic nature of historical issues, evidence and interpretations.

Developed: Answers that display more than one step of reasoning or detailed explanation that is explicitly relevant to the question. Answers will sustain an explanation of the differences or similarities in sources or interpretations.

Simple: Answers that describe evidence, features or material relevant to the question. Answers that display simple one step reasoning or brief explanation of a point or comment that is explicitly relevant to the question. Answers may recognise, describe and may explain, simple similarities or differences in sources or interpretations.

Basic: Answers that identify evidence, features or material relevant to the question. Explanation is likely to be implicit or by assertion. Answers take features of sources or interpretations at face value. Material discussed may have implicit relevance.

When a question tests AO1 and AO2 in conjunction, the AO2 element of the level descriptor always is the first statement in the descriptor and the AO1 element is the second statement in the descriptor. It is also important to remember that the 'indicative' content, which accompanies the level descriptors, is designed to exemplify the qualities expected at each level and is not a full exemplar answer. Other historically accurate and valid answers should be credited.

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 Queen Elizabeth and marriage.

Explain your answer using **Interpretation A** and your contextual knowledge.

[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 chance is mentioned and Elizabeth was lucky not to die of smallpox in 1562. The interpretation is also convincing because it suggests there would have been civil war if Elizabeth had died before 1587. This is the year that Mary Queen of Scots was executed. She was a ready-made replacement but a Catholic and that would have probably caused civil war and foreign involvement to support her. When Elizabeth considered marrying Anjou she was 46 and unlikely to have successfully had children. The interpretation is convincing because it suggests there were different combinations of reasons why Elizabeth chose not to marry or avoided it at different times in 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 the religion of the suitors was a problem. The nobility of England would not accept a Catholic like Philip II of Spain who was Elizabeth's brother-in-law and proposed to her when Mary, her sister, died. Similarly Anjou was Catholic he would have put England under French control but. Leicester whom the Queen liked might have killed his own wife which created a scandal. If she married him other councillors like Cecil would have been worried.

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 Elizabeth used marriage as a bargaining tool with other European countries to keep the peace. If she chose a foreign Catholic husband it would have upset people in England. Some might have rebelled. Had she married a Protestant Englishman it would have upset Catholic countries abroad.

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

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

For example, it is convincing because Elizabeth did not marry. Elizabeth said she was married to England.

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

0 2

Explain what was important about the arrival of Mary, Queen of Scots in England in 1568.
[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 arrival of Mary, Queen of Scots in England) in the broader historical context (Elizabethan England). This is supported by factual knowledge and understanding.

For example, Mary, Queen of Scots, presence in England created a security threat to Elizabeth. But her arrival created the problem of what to do with her. Elizabeth did not want to use force to put her back on the throne of Scotland. She could not allow her to go abroad to be used by enemy countries. She could not allow her to roam freely in England and be used by plotters as a figurehead or replacement for Elizabeth. It was important to keep Mary, Queen of Scots a prisoner in England. A job she entrusted to Bess of Hardwick's husband, George Talbot, Earl of Shrewsbury.

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, Mary, Queen of Scots was Elizabeth's cousin and heir to the throne of England. Mary Queen of Scots arrived with a claim to the English throne; this was a problem for Elizabeth. Mary was Queen of two countries, Scotland and France. She was important because she was in England, not abroad. She had been married three times and was attractive.

For example, the arrival of Mary, Queen of Scots in England was a threat to

Elizabeth which Parliament and her advisers pointed out time and time again. Not only did she arrive in England under a cloud – it was suggested she had murdered her second husband, Lord Darnley. But as a Catholic she would inspire plotters and rebels against Elizabeth. Elizabeth and her councillors like Walsingham would have to be on their guard all the time against the threat of plots that involved Mary like the Babington plot in 1586.

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, because Mary, Queen of Scots was in England from 1568 any Catholics who wanted to rebel might try to replace Elizabeth with Mary. There were plots to do this such as the Northern Rebellion.

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, Mary, Queen of Scots was a Catholic.

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

0 3

Write an account of the ways in which the voyages of discovery 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 changes** **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 voyages of discovery allowed English naval power to grow and this was vital in defeating the Armada in 1588. It was English seamanship perfected on these 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 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 accurate factual knowledge and understanding, which might be related to one consequence or impact of the identified changes.

For example, Elizabethan England gained from the voyages of discovery because they 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.

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

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 voyages 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 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

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

For example, the voyages of discovery led to English ships stealing Spanish gold and treasure.

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

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

0 4

'The main change that Elizabethan country houses demonstrated was the new fashions of the time.'

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

Explain your answer.

You should refer to **Hardwick 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 changes 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 changes by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, Elizabethan country houses differed from earlier medieval buildings because they were to display symbols of the ideas and values of the time. The symmetry of Hardwick begins with the small windows on the ground floor and progresses upwards to the large windows on the second floor. These represent the need for order with everything in its place as the Great Chain of Being. Movement through the house was a progress along the same lines towards the most high status rooms – the High Great Chamber. Bess was very fond of needlework and the wall hangings were chosen to allude to classical

symbolism and spoke of the Hardwick family ancestry, authority and Bess's loyalty to Queen Elizabeth. All of this would be understood and 'read' by educated visitors.

Level 3: Developed explanation of changes **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 change has greater merit.

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

For example, another change that Hardwick demonstrated was the influence of continental fashions in the building and the contents. The loggia was inspired by Italian Renaissance architecture. Originally this was meant to go all the way round the building and thus it would be fashionably symmetrical. Inside Hardwick there are Turkish carpets and French furniture. Bess shared a love of French furniture with Robert Dudley and there were six French chairs that were some of the most ostentatious furniture in the house. But these probably came from Chatsworth. Much of Bess's fashion and style comes from the 1570s when she was married to William Cavendish. There is evidence of Flemish design in the marble used for fireplaces.

For example, another change shown by Hardwick is not fashionable but technological. Glassmaking was given a big boost during Elizabeth's reign. From the 1570s English glass production boomed. By 1590 England was making all its own glass and Hardwick Hall is famed for having, 'more glass than wall.' Bess had her own glass factories. Hardwick used vast amounts of lead and it was only technical advances from the 1560s in Somerset and Derbyshire with the invention of smelting mills with waterwheel-powered bellows and tall chimneys that transformed the industry. This lead was needed for double and triple pile buildings like Hardwick.

Level 2:	<p>Simple explanation of change(s)</p> <p>Answer demonstrates specific knowledge and understanding that is relevant to the question</p> <p>Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.</p> <p>Students may progress from a basic explanation to a simple explanation of change(s) by simple reasoning supported with factual knowledge and understanding of the site.</p> <p>For example, Hardwick Hall shows the fashions of the Elizabethan age in its design. Bess of Hardwick used the most fashionable architect, Robert Smythson, to design it. It was fashionable for Elizabethan country houses to be symmetrical which Hardwick was, and the chimneys were internal so as not to spoil the symmetry. Some of the windows were false with stone behind them just to keep the symmetry. It was a change because now houses did not have to be around a central courtyard as in earlier times and Elizabethan houses were often shaped as the letter E or H.</p>	5-8
Level 1:	<p>Basic explanation of one or more factors</p> <p>Answer demonstrates basic knowledge and understanding that is relevant to the question</p> <p>Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.</p> <p>Students recognise and provide a basic explanation of change(s).</p> <p>For example, Elizabethan country houses like Hardwick used lots of glass in the many windows. This made the rooms very bright and warm in summer and spring but very cold in the winter.</p>	1-4
	<p>Students either submit no evidence or fail to address the question</p>	0