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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 2019

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 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](http://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.

### 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 Elizabethan Court?

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 the Court was a hotel and it did have to provide food and shelter for more than 500 people who were courtiers. But the Court was not based in one place, it moved around. In summer, Elizabeth went on a progress and the Court went too. It was an honour for a noble to have the Court visit but an immense expense. It is convincing because the interpretation says how politics took place at Court and changed during the four decades of Elizabeth's rule. But Elizabeth set one faction against another to control them. William Cecil managed to ensure that his son, Robert, took over after him and defeated the ambitions of Essex. The power of actually being at Court is shown by the way Essex rushed back from Ireland in 1599 without permission because he thought he was being undermined in the Queen's eyes while he was away from Court.

**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 Court served many functions. It was a place of entertainment where Elizabeth could watch plays in the winter. It was a business hub where people could be rewarded for jobs they did, such as Essex and the monopoly of sweet wine. But the Privy Council was part of the Court and it governed, met to advise the Queen, receive reports and send out orders to the Lord Lieutenants and JPs.

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**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 Court was run by the Lord Chamberlain and was wherever the Queen was living, such as Whitehall or Richmond or Hampton Court. Elizabeth used the Court for patronage when she gave important jobs and rewards to nobles whom she liked and this made them loyal. Courtiers could become wealthy from privileges. People wanted to get in Elizabeth's good books.

**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, the Court was where Elizabeth met all the nobles like Cecil, Leicester, and her Privy Councillors and made decisions.

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

<b>0 2</b>	Explain what was important about Catholic plots against Queen Elizabeth I.	<b>[8 marks]</b>
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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 Catholic plots against Queen Elizabeth I) in the broader historical context (Elizabethan England). This is supported by factual knowledge and understanding.

For example, what was important about the plots was the danger of the involvement of a foreign power, such as Spain, to support a plot against Queen Elizabeth. England could fall under the control of a European Catholic power like Spain. This would be a blow for European Protestantism as after 1584 when William of Orange was assassinated, Elizabeth was the leading Protestant ruler in Europe. She had to support Dutch rebels with an army in 1585 to keep Spain occupied, this was open war with Spain.

**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 Catholic plots against Elizabeth were important because they threatened the peace of England with civil war. Elizabeth had to create and use a network of spies and informers led by Sir Francis Walsingham. He used local justices of the peace to gather information. Elizabeth dealt ruthlessly with any plotters, such as in the northern rebellion 1569, and with the Ridolfi Plot in 1571 when she had her cousin, the Duke of Norfolk, executed. Similarly after the Babington Plot, 1586, Elizabeth executed Mary Queen of Scots whose

presence in England was too useful for plotters against Elizabeth.

For example, the plots required Elizabeth and her government to be on their guard for any threat. They were suspicious of English Catholics and it was important because the government passed laws to discourage Catholics from rebelling or joining plots against her. In 1585 it was made treasonable to have a Catholic priest in your house. Elizabeth's government used the law to increase the penalty for Catholic sympathisers by a ruling in 1593 that Catholics could not travel more than five miles from their homes.

**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 if Queen Elizabeth was killed, then another ruler like Mary, Queen of Scots, could change England's religion from Protestant to Catholic.

**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 plotters wanted to kill Queen Elizabeth.

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

**0 3**

Write an account of how poverty was dealt with during the reign of Queen Elizabeth I.

**[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. From 1576, an act of Parliament allowed the able-bodied poor to be helped to find work or paid 'outdoor relief'. The examples of new methods in towns like York, Norwich and Ipswich showed how to deal with the poor and were followed by the government. 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 accurate factual knowledge and understanding, which might be related to one consequence or impact of the identified changes.

For example in Elizabethan England the poor were dealt with in different ways. The idle poor who were seen as lazy were 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, like



Ipswich, in 1569 licensed beggars, trained children in a trade, and in 1570 the authorities conducted a survey to separate the idle from the unfortunate poor.

<b>Level 2:</b>	<p><b>Simple analysis of change(s)</b></p> <p><b>Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question</b></p> <p>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.</p> <p>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 helped.</p>	<b>3–4</b>
<b>Level 1:</b>	<p><b>Basic analysis of change(s)</b></p> <p><b>Answer is presented in a straightforward account that demonstrates basic knowledge and understanding that is relevant to the question</b></p> <p>Students identify a basic narrative of change, which is relevant to the question. Explanation at this level is likely to be implicit or by assertion.</p> <p>For example, the Elizabethans passed a Great Poor Law in 1601.</p>	<b>1–2</b>
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

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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'Entertainment for all was the main consequence of the development of the Elizabethan theatre.'

How far does a study of **The Globe Theatre** support this statement?

Explain your answer.

You should refer to **The Globe Theatre** 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, the main consequence of the Elizabethan theatre was that it confirmed to the people that they were living in a special time – a 'Golden Age' with exotic and fantastical settings. Like so much in the Elizabethan age that was new and spoke of the Renaissance so did the theatre. However, theatre-going also reinforced the social values and ideas of the time with the audience divided by class – the rich in the higher galleries and the poor in the pit. Shakespeare's plays spoke to the educated class of London merchants who understood the leadership problems aired in his 'Histories'. The Earl of Essex understood the power of a play like Richard II to send a political message, and

the government knew that censorship was important to ensure that theatre remained 'an idle spender of time'. Authorities were worried about the subversive potential of the plays.

**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 consequence(s) to a developed explanation of causes by extended reasoning supported by factual knowledge and understanding of the site.

For example, another consequence that the Globe demonstrated was the Theatre became a way to demonstrate one's position in society by becoming the patron of a troop of actors. Under a 1572 Act, actors could be punished as beggars unless under the protection of a nobleman. Acting troupe were licensed by the Lord Chamberlain's office. Patronage of a troupe might confirm one's social position, influence public opinion and win favour with the Queen. Even the Queen had a group of Actors – The Queen's Men. The Globe Theatre placed in London in 1599 but outside the jurisdiction of the City was part of a social scene – a new place to be seen and see, to mix, impress, and do business.

For example another consequence shown by the Globe was the need to control this new artistic experience – the theatre. The theatre was a valuable form of propaganda and a way to keep people happy. The Globe was shut down in plague years 1592–1594 to prevent the spread of disease. Puritans disliked the theatre because it drew larger audiences than the Church but because the Queen approved and Privy Councillors like Leicester were patrons of acting troupes, they had to consider the theatre as an acceptable recreation. But the performance of Shakespeare's Richard II at the Globe, as a prelude to Essex's rebellion, proved that Elizabeth's government were conscious of the potential political power of theatre.

**Level 2: Simple explanation of consequence(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 consequence(s) by simple reasoning supported with factual knowledge and understanding of the site.

For example, the Elizabethan theatre was popular with all sorts of people

because it was cheap. The plays had a wide appeal; there were histories, tragedies, and comedies. The building of permanent theatres happened in the Elizabethan period and the design allowed everyone to get a good view of the stage. Having so many people together did not please the authorities as they worried about crime and disease. Puritans did not like the theatre.

<b>Level 1:</b>	<b>Basic explanation of consequence(s)</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 consequence(s)	
	For example, Elizabethan theatre was popular with everyone; the audience was a wide cross-section of society from wealthy nobles to poor craftsmen. The cheapest tickets were for the 'pit' where the 'groundlings' went.	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>