GCSE MARKING SCHEME

SUMMER 2023

GCSE

HISTORY
UNIT 1: STUDY IN DEPTH
WALES AND THE WIDER PERSPECTIVE

1A. THE ELIZABETHAN AGE, 1558–1603
3100UA0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

1A. THE ELIZABETHAN AGE, 1558-1603

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Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising them for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question.

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4			**4**	

Question: e.g What can be learnt from Sources A and B about the treatment of some Catholics during Elizabeth's reign? **[4]**

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO3 4 marks	
BAND 2	**Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.**	**3-4**
BAND 1	**Generalised answer with little analysis, paraphrasing or describing sources only.**	**1-2**

Use 0 for incorrect or irrelevant answers

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *both sources show that Catholics, especially priests, were treated harshly;*
- *Source A shows a Catholic priest (Campion) being tortured on the rack in the Tower of London;*
- *the torture, in Source A, is carried out in front of government or Church officials;*
- *Source A shows other prisoners witnessing and waiting their turn presumably to encourage them to confess before torture;*
- *Source B tells us that priests and worshippers would be fined and imprisoned for holding or attending Catholic services;*
- *Source B tells us that encouraging people to become Catholic was a treasonable offence punishable by death;*
- *Source B shows us that Parliament passed Acts against Catholics in support of Elizabeth and her government*.

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

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Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

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UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

1A. THE ELIZABETHAN AGE, 1558-1603

Question 1

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4			**4**	

Question: **What can be learnt from Sources A and B about the treatment of some Catholics during Elizabeth's reign? [4]**

Band descriptors and mark allocations

	AO3 4 marks	
BAND 2	**Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.**	**3-4**
BAND 1	**Generalised answer with little analysis, paraphrasing or describing sources only.**	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *both sources show that Catholics, especially priests, were treated harshly;*
- *Source A shows a Catholic priest (Campion) being tortured on the rack in the Tower of London;*
- *the torture, in Source A, is carried out in front of government or Church officials;*
- *Source A shows other prisoners witnessing and waiting their turn presumably to encourage them to confess before torture;*
- *Source B tells us that priests and worshippers would be fined and imprisoned for holding or attending Catholic services;*
- *Source B tells us that encouraging people to become Catholic was a treasonable offence punishable by death;*
- *Source B shows us that Parliament passed Acts against Catholics in support of Elizabeth and her government.*

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Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**2**		**4**	

Question: **To what extent does this source accurately reflect how the poor were provided for in Elizabethan times? [6]**

Band descriptors and mark allocations

	AO1 2 marks			**AO3 4 marks**	
			BAND 3	**Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.**	**4**
BAND 2	**Demonstrates detailed understanding of the key feature in the question.**	**2**	**BAND 2**	**Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.**	**2-3**
BAND 1	**Demonstrates some understanding of the key feature in the question.**	**1**	**BAND 1**	**Very basic judgement reached about the source with little or no analysis or evaluation.**	**1**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the author is accurately describing the provision available to some of the poor in London. His account clearly says the provision was down to charitable acts;*
- *the author says London had many hospitals or charitable institutions that took care of the various types of poor – the sick, the old and the orphaned;*
- *this description of the provision is accurate. Elizabethan laws, such as the Act of 1576, stated that money, in the form of taxes, was to be collected from the better-off to provide for the deserving or impotent poor;*
- *the author, John Stow, is a wealthy London merchant and historian. His research into London's history was published in 1598;*
- *additionally, as an historian/researcher he would want to give as accurate an account as possible;*
- *however, there are clear limitations in his account. Firstly, he is only reporting on the situation in London. Secondly, he is only describing the provision available to the impotent poor. He does not mention how the able-bodied poor, who had no means of supporting themselves, were provided for. The able-bodied poor accounted for a large section of the poor but were viewed differently and not considered to be deserving of help.*

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Question 3

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**4**	**8**		

Question: **Why was the Religious Settlement of 1559 significant in dealing with the problem of religion during Elizabeth's reign? [12]**

Band descriptors and mark allocations

	AO1 4 marks		**AO2 8 marks**	
BAND 4	**Demonstrates comprehensive knowledge and understanding of the key feature in the question.**	**4**	**Fully explains the issue with clear focus set within the appropriate historical context.**	**7-8**
BAND 3	**Demonstrates detailed knowledge and understanding of the key feature in the question.**	**3**	**Explains the issue set within the appropriate historical context.**	**5-6**
BAND 2	**Demonstrates some knowledge and understanding of the key feature in the question.**	**2**	**Begins to explain the issue with some reference to the appropriate historical context.**	**3-4**
BAND 1	**Demonstrates basic knowledge and understanding of the key feature in the question.**	**1**	**Mostly descriptive response with limited explanation of the issue.**	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the Religious Settlement of 1559 was very significant in dealing with the problem of religion in Elizabeth's reign. On her accession in 1558, her most pressing problem was the fact that the country was bitterly divided by religion. Under her predecessor, Mary, there had been widespread persecution;*
- *the Settlement of 1559 was significant as it brought an end to a long period of religious instability dating back to the reign of Henry VIII where the religion of the country had changed between Catholicism and Protestantism on numerous occasions. During the course of her reign the Settlement successfully withstood challenges by both Catholic recusants and Puritans;*
- *the Settlement comprised of two Acts of Parliament: the Act of Supremacy and the Act of Uniformity. The use of Parliament to implement her policies was significant in securing the success of the Settlement; she had the support of her subjects;*
- *the Settlement was significant as it was a compromise, a middle way, designed to be acceptable to the majority of her subjects. To appease the Catholics she kept the bishops, the use of crosses and candles in church services, and she allowed priests to wear vestments. Her policy of toleration worked; most of her subjects accepted and followed her Church;*

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- *the Settlement was undeniably Protestant. This was significant as it firmly established Protestantism as the official faith of the country. The Act of Uniformity was significant in that it established the rules for religion. Services were in English using an English Bible and the Common Prayer Book and church attendance was compulsory;*
- *in conclusion, the Settlement of 1559 was significant in bringing religious peace and stability to allow Elizabeth and her government to focus on other matters. The Settlement has remained to the present day.*

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Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

Question: **Explain the connections between any THREE of the following:**

- **harshness of life in Elizabethan times**
- **cruel sports**
- **the theatre**
- **hunting** **[12]**

Band descriptors and mark allocations

	AO1 2 marks		**AO2 10 marks**		
			BAND 4	**Fully explains the relevant connections between the chosen features, set within the correct historical context.**	**8-10**
			BAND 3	**Explains the connections between the chosen features, set within the correct historical context.**	**5-7**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Begins to explain the connections between the chosen features.**	**3-4**
BAND 1	**Demonstrates some knowledge and understanding of the key features in the question.**	**1**	**BAND 1**	**A basic, unsupported explanation of connections between the chosen features.**	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

All the features mentioned were important aspects of popular entertainment; connections identified may include:

- *harshness of life in Elizabethan times is connected to cruel sports. Many Elizabethans lived in poverty and endured miserable lives due to poor living conditions, lack of work opportunity and means to sustain themselves. Disease, especially the plague, was a constant threat to life for poor and rich alike. Life expectancy was short. As a result, Elizabethans were keen to live life to the full and to enjoy any opportunity to be entertained. Harsh life conditions dictated that entertainment was often cruel in nature and involved inflicting pain on animals. The watching of blood sports, such as bull or bear baiting and cock fighting, was enjoyed by all sections of society but was particularly popular amongst the poorer sections that would place bets on the outcome.*

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- *harshness of life is connected to the theatre. The theatre developed into a very popular form of entertainment for both rich and poor Elizabethans. It provided an opportunity to escape from life realities for a few hours. Theatres such as The Globe, The Rose and Crown, et cetera. put on daily performances focusing on comedies, tragedies, and historical plays, which attracted large audiences. Whilst the rich enjoyed showing off their fine clothes, the poor who stood in the cheaper sections took the opportunity to, for example, peddle their wares and pick pockets.*
- *cruel sports is connected to the theatre. Most popular entertainment was held in purposely designed and constructed arenas. The design of the 'Bear Garden' in Southwark, a bear baiting arena, was copied by the early theatre builders. The arenas were usually circular buildings with a central pit around which was staged seating protected under a thatched roof. Theatres such as 'The Globe' and 'The Curtain' were purpose-built to put on plays. So too were blood sports; cockfights were held in cock-pits and bull baiting in bull rings. These, too, often had seating areas and segregation. Just as in the theatre, the poor would stand closer to the action.*
- *cruel sports is connected to hunting. Rich and poor enjoyed pastimes that inflicted pain on animals. Whilst the poor engaged in bull or bear baiting and cockfighting the rich enjoyed hunting. Stag and deer hunting was very much an upper-class sport and rich Elizabethan's owned their own deer parks. Hunting was often on horseback and included specially bred dogs. Similarly, the lower classes bred fighting dogs and cockerels for their sports.*
- *theatre is connected to hunting in that both were pastimes enjoyed by the rich.*

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Question 5

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*	*SPaG*
19	**4**			**12**	**3**

Question: **How far do you agree with this interpretation that the Puritans were a serious threat during Elizabeth's reign? [16+3]**

Band descriptors and mark allocations

	AO1 4 marks		**AO4 12 marks**	
BAND 4	**Demonstrates very detailed knowledge and understanding of the key feature in the question.**	**4**	**Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.**	**10-12**
BAND 3	**Demonstrates detailed knowledge and understanding of the key feature in the question.**	**3**	**Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.**	**7-9**
BAND 2	**Demonstrates some knowledge and understanding of the key feature in the question.**	**2**	**Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.**	**4-6**
BAND 1	**Demonstrates basic knowledge and understanding of the key feature in the question.**	**1**	**Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.**	**1-3**

Use 0 for incorrect or irrelevant answers.

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Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the interpretation states that the Puritan threat was serious. The Queen hated Puritans and perceived them to be more dangerous than the Catholics, and this is perhaps why she elected to keep them on side – allowing some of them on her Council and among her bishops. However, it could be argued that she only worsened the threat by allowing them so close to power;*
- *the author of this particular interpretation is writing with the benefit of hindsight. The interpretation will be well researched as he is an academic historian and is writing in a book that is likely aimed at an educated audience. However, the book is not specialised on the reign of Elizabeth nor on the issue of religion, instead, it is an overview of the two dynasties, and may lack sufficient emphasis on the issue of Puritanism, Further, the book was written in 1964 and there may well have been significant reinterpretation of events since that time;*
- *this is a valid interpretation as there is evidence to support the view. Puritans challenged Elizabeth in many ways. Influential Privy Councillors such as, Walsingham and Leicester, were Puritan and Puritans were strongly represented in parliament. MPs such as, Strickland, Wentworth and Cope consistently introduced bills calling for the banning of vestments, abolition of bishops and replacing the Common Prayer Book with a simpler version. Many JPs and church ministers were Puritan as were many wealthy and influential merchants in south-east England;*
- *by the 1570s more extreme forms of Puritanism appeared. The Presbyterians (who demanded the abolition of the bishops) and the spread of prophesying alarmed the government and were considered a threat to security and to encourage unrest. In the 1580s the distribution of pamphlets, such as, the Marprelate Tracts, bitterly criticising the Church were a further threat;*
- *however, other interpretations would argue that the threat was not that serious; the Puritans never plotted nor rebelled against Elizabeth like the Catholics did. Elizabeth and her government took effective measures to control the threat posed. Indeed, candidates may point out that the text indicates Elizabeth allowed Puritan sympathisers on her Council and among her bishops, perhaps undermining the initial assertion of her belief as them as the greater enemy. Puritan MPs who challenged her were imprisoned and she would close parliament. John Whitgift was appointed Archbishop of Canterbury in 1583 with the brief of curbing the growth of Puritanism. He imposed strict controls to end prophesying and printing presses were destroyed. Over 300 puritan ministers were removed from office and the likes of Penry and Copping were executed;*
- *in conclusion candidates may well assert that this is a generalised interpretation considering the scope of the book. It would be accurate to assert the threat was greater in the 1570s and early 1580s and that the Puritan campaigns had stopped by the late 1580s. It would be accurate to assert that Elizabeth took the threat seriously but that her government always maintained control.*

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After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
High	3	• 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
Intermediate	2	• 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
Threshold	1	• 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
	0	• 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

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