

GCSE

History A

91402C Elizabethan England, 1558–1603

Mark scheme

9140

June 2015

Version 1: Final Mark Scheme

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

A Introduction

- **Consistency of Marking**

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by AQA.

- **Subject Content**

The revised specification addresses subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all students, but particularly the more able, to make judgements grounded in evidence and information.

- **The Assessment Objectives (AOs)**

Assessment Objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of history	30
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> • key concepts: causation, consequence, continuity, change and significance within an historical context • key features and characteristics of the periods studied and the relationship between them 	30
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> • a range of source material as part of an historical enquiry • how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry 	40

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the 'levels of response' type showing that students are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All students take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate students' attainment by **outcome** and to reward **positively** what the students know, understand and can do.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

B Question targets and Levels of response

- **Question targets**

The mark scheme for each question is prefaced by an assessment objective ‘target’. This is an indication of the skill which it is expected students will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of response**

There are several ways in which any question can be answered – in a simple way by less able students and in more sophisticated ways by students of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of students entered for the GCSE examination will be able to respond positively. Each ‘level’ therefore represents a stage in the development of the student’s **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answer within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, eg Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no ‘totting up’ of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the student has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

C Deciding on marks within a level

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **lower/lowest mark within the level**.

In giving more credit with the level, examiners should ask themselves several questions relating to student attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid 'bunching' of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Consider whether the answer is:

- precise in its use of supporting factual information
 - appropriately detailed
 - factually accurate
 - appropriately balanced, or markedly better in some areas than in others
 - set in the historical context as appropriate to the question
 - displaying appropriate **quality of written communication skills**.
- **Note about indicative content**

The mark scheme provides **examples of historical content** (indicative content) which students may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some students to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the student's level of critical thinking determines this**. Remember that the **number** of points made by a student may be taken into account only **after** a decision has been taken about the quality (level) of the response.
 - **Some things to remember**

Mark positively at all times.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which

is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

As a general rule, give credit for what is accurate, correct or valid.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

D Some practical points

- **Answers in note form**

Answers in note form to any question should be credited in so far as the student's meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the students in diagrams, tables, maps etc, provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a student starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the 'thought level' equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, eg as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

E Assessment of Spelling, Punctuation and Grammar

Spelling, punctuation and grammar will be assessed via questions 2(c) or 3(c) in Section B.

Four marks will be allocated for Spelling, Punctuation and Grammar in these questions. The performance descriptions are provided below.

High performance**4 marks**

Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Intermediate performance**2-3 marks**

Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

Threshold performance**1 mark**

Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.

1 (a) What do **Sources A** and **B** suggest about the Puritans?

[4 marks]

Target: Comprehension and inference from historical sources (AO3 4 marks)

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

Level 1: Answers that select details from the sources **1**

Eg Source B says don't make the sign of the cross at baptism.

Level 2: Answers that draw a simple inference from the sources **2-3**

Eg they seem very religious.

Level 3: Answers that develop a complex inference from the sources **4**

Eg the Puritans seem to want to influence the way people worship.
They seem to want to make it uncomplicated and straightforward
(Sources A and B).

- 1 (b) What different view of the Puritans is suggested by **Sources C** and **D**?
Explain your answer using **Sources A, B, C** and **D**.

[6 marks]

**Target: Comprehension and inference from historical sources
(AO2 2 marks, AO3 4 marks)**

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

Level 1: Answers that select details from Sources C and/or D **1-2**
Eg Source D says that Queen Elizabeth is harming parliament and papists laugh at Parliament.

Level 2: Answers that provide a simple comparison based on the details of the sources **3-4**
Eg in Source A they are dressed simply as Puritans did and in Source B it says they should be simply dressed but in Source C the bishops are dressed richly.

OR

Answers that use the sources but provide an inference

Eg in Sources C and D the Puritans are very critical but in A and B they are suggesting or proposing changes.

Level 3: Answers that develop an understanding or draw an inference about a view based on the details of the sources **5-6**
Eg in Source A and B the Puritans' aims are about how to worship but in Sources C and D they are aiming to criticise the established hierarchy and order – in Source C the episcopacy and in Source D the authority of the Queen herself.

- 1 (c) Why do you think **Sources A** and **B** give a different view to **Sources C** and **D**?
Explain your answer using **Sources A, B, C** and **D** and **your knowledge**. [8 marks]

Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances
(AO1 2 marks, AO2 2 marks, AO3 4 marks)

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

Level 1: **Answers that select details from sources** 1-2
OR Answers that say how the sources are different
Eg they are different because Source A is an engraving and Source C is a painting.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: **Answers that show simple reasoning based on the differences in place, or author, or time, or audience** 3-4
Eg they are different because Sources A and B were done in 1563. Source C was before Elizabeth came to the throne and done from abroad. Source D comes from 1576.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: **Answers based on developed reasoning based on differences in author, audience, time or place** 5-6

Answers will probably be based on how the authors acquired information or their intentions in writing.

Eg Source A and B were done in 1563 which is four years after Queen Elizabeth came to the throne. The Puritans who were abroad in Queen Mary's reign and producing bitter criticism from the safety of the continent had only just started to return to England. They confined their influence to religious matters about how to worship but by the time Wentworth speaks out Mary Queen of Scots has arrived in England (1568), Elizabeth is excommunicated (1570) and there have been several plots (Ridolfi, 1571) against Elizabeth so he speaks out bluntly. He oversteps the mark but he is a very radical Puritan.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Answers that develop out of level 3 and provide some explanation of the links between reasons for the source differences. 7-8

Eg the Puritans were of different types. Wentworth is one of the most extreme but others in the Privy Council worked more subtly to influence Elizabeth, often through Parliamentary manipulation and were Moderate Puritans. Convocation is a place for ordinary clergy so Source B shows grass roots Puritan influence amongst the clergy who may share the view of Source C about the bishops.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

- 1 (d) How useful is **Source E** for understanding the problems and threats faced by Queen Elizabeth in the 1580s?
Explain your answer using **Source E** and **your knowledge**. [8 marks]

Target: An evaluation of utility (AO1 2 marks, AO2 2 marks, AO3 4 marks)

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

Level 1: Answers that assert a source or sources is/are useful or not because it/they tell(s) us something about problems and threats faced by Queen Elizabeth in the 1580s. 1-2

Answers may select details from the sources to support the answer
Eg Source E is useful because it shows Queen Elizabeth feeding the Dutch cow. Elizabeth was concerned about the Spanish Netherlands.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that explain that one source is useful or not because of its provenance in relation to the problems and threats faced by Queen Elizabeth in the 1580s 3-4

Eg Source E is useful because it is a Dutch painting and shows that the Dutch people appreciate Elizabeth's interest in their situation. William of Orange looks expectantly at Elizabeth for assistance against the King of Spain who is sitting on the cow as if to ride it.
OR

Answers that explain that Source E is useful or not through an understanding of the content of the picture in relation to the problems and threats faced by Queen Elizabeth in the 1580s
Eg Source E is useful because it shows that Elizabeth is offering help to the Dutch against Philip at this time. She sent an army under Leicester in 1585. But Elizabeth also had the problem of Mary, Queen of Scots as a problem following the 1586 Babington plot...

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that appreciate and explain the value of the source because of its provenance and an understanding of its content in relation to the problems and threats faced by Queen Elizabeth in the 1580s **5-6**

Answers that comment in the main on one aspect either content or provenance in depth and mention the other aspect should be marked at this level.

Eg Source E is useful because it shows that Elizabeth's foreign policy is of major concern to her in the 1580s. The Dutch feel sufficiently anxious following the death of William of Orange to produce a painting which shows how Elizabeth has helped them in the past. King Philip of Spain is a major potential threat to her as the leader of Catholic Europe with Parma's army in the Netherlands. But Elizabeth also had the problem of Mary, Queen of Scots following the 1586 Babington plot. The 1580s also saw the Jesuits and Seminary priests arrive in England...

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Answers that explain the usefulness of the source by commenting in detail on both its provenance and of its content in relation to the problems and threats faced by Queen Elizabeth in the 1580s **7-8**

Eg Source E is useful because it shows that although Elizabeth's foreign policy has kept her free of foreign involvement and therefore expense before the 1580s that cannot continue. The Dutch are protestant and Spain as the main catholic power is a major threat to England. It is close to England and is of major concern to her in the 1580s. The Dutch feel sufficiently anxious following the death of William of Orange in 1584 to produce a painting which shows how Elizabeth has helped them in the past. Alva was replaced in 1578 but the real danger to England came when King Philip of Spain set Parma's army in the Netherlands...

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

1 (e) Why did Queen Elizabeth come into conflict with her Parliaments?

[10 marks]

Target: An understanding and evaluation of causation (AO1 5 marks, AO2 5 marks)

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

Level 1: Answers that provide general statements, describe single factors or factual details of the Parliament or Queen's relations with Parliament 1-2

Eg Parliament wanted Mary, Queen of Scots, dead. Elizabeth's Parliament met 13 times in her 45 year reign. That was just three weeks for every year.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that comment briefly on several factors, to do with reasons for Queen Elizabeth's conflicts with her Parliaments 3-5

Eg the Queen fell out with Parliament over religion as there were many Puritans in Parliament. They wanted to discuss her marriage and succession. Parliament frequently complained about the taxes and monopolies but they usually granted them when asked.

OR

Answers that identify and explain one factor, in depth to do with reasons for Queen Elizabeth's conflicts with her Parliaments

Eg Parliament wanted to discuss Elizabeth's marriage because it was tied up with the succession and religion. This was made all the more pressing an issue because, after 1568, of Mary, Queen of Scots' presence in the country. Very soon Parliament was calling for her death.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that recognise and explain several factors to do with reasons for Queen Elizabeth’s conflicts with her Parliaments in specific detail **6-8**

Eg the House of Commons was difficult for Elizabeth to control. MPs recognised that Henry VIII had used Parliament to break away from Rome. They began to complain more. They were keen to discuss major issues such as foreign affairs or religion and the succession. Some people think she lost control of parliament. It only met on 13 occasions during her reign of 45 years. Puritans also had a voice through Parliament and MPs believed that they had certain rights of free speech and freedom from arrest. Parliament had a keen sense that they were being asked to pay for government so they voted funds to pay for the defeat of the Spanish Armada and the war with Spain. They paid for an army to go to Ireland. They were bothered about monopolies but usually Elizabeth just agreed to look into their complaints then she closed Parliament.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors **9-10**

Eg Elizabeth’s councillors manipulated Parliament. For them Parliament was a useful way of applying pressure to the Queen so that she accepted policies she disliked, for example over the tightening of anti-Catholic laws and the eventual execution of Mary, Queen of Scots.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

2 (a) Why was the Elizabethan Poor Law important?

[4 marks]

**Target: Understanding of the key features of the period
(AO1 2 marks, AO2 2 marks)**

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

Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question **1-2**
Answers will show simple recognition of the Elizabethan Poor Law

Eg the Poor Law was important because it recognised the deserving poor and did not just punish the poor.

Level 2: Explanation shows understanding in a broader context of the period **3-4**
Answers will show knowledge of some distinctive features of the Elizabethan Poor Law

Eg the Poor Law actually brought together in 1601 all the previous Elizabethan Acts. The 1597 law set up a system for looking after the poor. The Poor Law of 1601 lasted for over 200 years.

2 (b) Study **Source F** in the Sources Booklet.

Using **Source F** and **your knowledge**, explain how individual towns like Norwich dealt with the poor.

[8 marks]

Target: **Understanding of the key features of the period (AO1 3 marks, AO2 3 marks, AO3 2 marks)**

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

Level 1: **Discusses the source only** **1-2**
OR
Describes the treatment of the poor

Eg Elizabeth's government made everyone pay a poor rate to support the 'impotent poor'.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: **Considers a singular measure (probably based upon the source offered) and/or mentions other aspects related to the towns' treatment of the poor** **3-5**

Eg the towns like Norwich tried to set the unemployed to work. They also set up places where the poor could be set to work. They brought in local laws that allowed the unemployed to know how to get work such as attending the Market Cross.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: **Explains more than one cause related to the towns' treatment of the poor. At this level responses will explain more than one or two aspects apart from those suggested in the source** **6-8**

Eg towns like Norwich and Ipswich took a census of names and trades. This sorted out who needed help. They also got them to wear badges. They also set up places where the poor could be set to work. People in Elizabethan times were worried about poverty and many thought it led to crime. In the towns they took action. London had a House of Correction for poor people. The local schemes in places like Norwich showed the way to go at the time.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

- 2 (c) 'It was the fear of rebellion that caused Queen Elizabeth's government to be so concerned about the problem of poverty.'

How far do you agree with this interpretation of why Queen Elizabeth's government was so concerned about poverty? Explain your answer.

[12 marks]
[SPaG 4 marks]

Target: Understanding, analysis and evaluation of an interpretation (AO1 2 marks, AO2 2 marks, AO3 8 marks)

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

Level 1: Simple descriptive comment or comments about the interpretation. 1-2

Eg I agree because there was a rebellion in 1569 just after Mary, Queen of Scots arrived in England.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Identifies or describes different ways in which the issue has been interpreted 3-6

Eg the basic belief that society had an established social order and poverty threatened to disturb the great Chain of Being lay behind the concern.

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

May explain the interpretation on the basis of analysis of:

Eg the effects of scaremongering at the time, increase in crime, inflation, threat of disease, threat to ideas about social order, sheer numbers of poor in certain areas / effects of, reduction in private charity overwhelming of private charity/ monasteries closed. Puritan work ethic preference to punish idle poor. Population growth / movement / urban growth. Fears of rebellion / links to real rebellion or invasion from abroad.

May explain how interpretation came about on basis of:

Eg writings eg Harman, religious views, Smith, contemporary viewpoints – legislation / attitudes towards poverty / vagrants, availability of records, economic data.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

**Level 3: Answers that explain more than one interpretation in depth
Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and / or explain how the interpretation came about** **7-10**

Will explain **more than one** interpretation as above.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Analyses how and why different interpretations have come about **11-12**

An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context. Answers will emerge out of level 3

Eg the concern was real to the Elizabethans however real the threat might have been. It is difficult to obtain accurate data about the numbers of poor people. Certainly the Elizabethans were aware that there were more poor people and many were not to blame for their condition. Henry VIII's closure of the monasteries meant 'private charity grew cold' and overworked JPs fed alarming stories back to the Privy Council...

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

SPaG Spelling, Punctuation and Grammar

Threshold performance

1

Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance

2-3

Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance

4

Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

3 (a) Why was Sir Walter Raleigh important?

[4 marks]

**Target: Understanding of the key features of the period
(AO1 2 marks, AO2 2 marks)**

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

Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question **1-2**

Answers will show simple recognition of Sir Walter Raleigh.

Eg Sir Walter Raleigh was an Elizabethan courtier and famous sailor.

Level 2: Explanation shows understanding in a broader context of the period **3-4**

Answers will show knowledge of some distinctive aspects of Sir Walter Raleigh life.

Eg Sir Walter Raleigh was a famous sailor between 1585–87 he explored the coast of North America. He tried to set up a colony which he called Virginia in honour of the Queen. In 1595 he travelled to South America. Raleigh was popular with Elizabeth and made captain of the guard in 1587 but he was never made a Privy Councillor and his main career was as a sailor.

3 (b) Study **Source G** in the Sources Booklet.

Using **Source G** and **your knowledge**, explain the difficulties and dangers Sir Francis Drake faced on his voyage around the world.

[8 marks]

Target: Understanding of the key features of the period (AO1 3 marks, AO2 3 marks, AO3 2 marks)

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

Level 1: Discusses the source only OR Describes Drake or the voyage **1-2**

Eg Drake went on the voyage because he wanted gold and silver which he could capture from the Spanish.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Considers a singular aspect (probably based upon the source offered) and/or mentions other aspects related to the round the world voyage **3-5**

Eg the biggest difficulty must have been the high seas and the risk of being destroyed by a storm like in Source G. Going round the southern tip of South America was very dangerous.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Explains more than one aspect related to the round the world voyage **6-8**

At this level responses will explain more than one or two aspects apart from those suggested in the source.

Eg as well as the storms finding your way was a massive problem. Making sure you had enough to eat and drink was a problem. Sometimes when Drake stopped at islands to replenish his drinking water and food he could be attacked by native people who lived there. More serious was the threat of losing a battle with the Spanish.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

- 3 (c) ‘The main achievement of the Elizabethan voyages of discovery was the improvement in ships and in the skill of the sailors.’

How far do you agree with this interpretation of the achievements of the Elizabethan voyages of discovery? Explain your answer.

[12 marks]
[SPaG 4 marks]

Target: Understanding, analysis and evaluation of an interpretation (AO1 2 marks, AO2 2 marks, AO3 8 marks)

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

Level 1: Simple descriptive comment or comments about the interpretation **1-2**

Eg the sailors like Martin Frobisher tried to reach China by sailing round America. He couldn't get past the ice and cold weather. He was skilful.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Identifies or describes different ways in which the issue has been interpreted **3-6**

Eg the English sailors made large amounts of money capturing Spanish gold and silver. They brought new products to England. They gained knowledge of new places in the world and began to establish colonies. They increased their skills at sailing, navigating and fighting.

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

May explain the interpretation on the basis of analysis of:

Eg military skill, wealth, establishment of colonies, technical improvements to the navy, trade, defence, British sea power and influence.

May explain how interpretation came about on basis of:

Eg sailor's records. Exchequer records, foreign accounts. Availability and practicality of recording at the time, later events and comparable situations.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that explain more than one interpretation in depth. Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and / or explain how the interpretation came about **7-10**

Will explain **more than one** interpretation as above.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence. Answers will emerge out of level 3 **11-12**

Eg it was true that militarily English sailors improved their fighting skills at sea, which would help in the defeat of the Spanish Armada in 1588. They developed quicker firing cannon. In the short term, being able to defeat the Spanish in 1588 was important. The voyages of Elizabethan times had not only improved English sailing, navigating and fighting skills but it had given them the opportunity to observe and learn about the Spanish and how they operated their ships. However the voyages were to new places out of curiosity and looking for new opportunities. Lancaster sailed round Africa to the East Indies. Drake went right round the world. Raleigh tried to establish an English colony in North America. The sailors wanted to become wealthy. They wanted to establish colonies such as those in North America. There was a lot of trade that was started. The Muscovy Company traded with Russia and brought in timber and furs. In the longer term, however, the development of English power in the world and her wealth was boosted by trade abroad in the Baltic, Mediterranean and in the Far East and this was far more influential.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

SPaG	Spelling, Punctuation and Grammar	
	Threshold performance	1
	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	
	Intermediate performance	2-3
	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	
	High performance	4
	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	