

GCSE HISTORY

(8145)

Marked Paper 2B/C -
Elizabethan England,
c1568-1603

Understand how to apply the mark scheme for our
sample assessment papers.

Version 1.0 October 2017

EXAMPLE RESPONSES



Example responses plus commentaries

The following student response is intended to illustrate how the mark scheme can be interpreted and how it is likely that students will respond to the questions, allowing the student and teacher to explore and reflect upon the mark scheme and how answers can be improved.

Additional Specimen Paper 2C/B Elizabethan England, c1568–1603

Question 01

How convincing is **Interpretation C** about the motives for Drake's round the world voyage?

Explain your answer using Interpretation C and your contextual knowledge.

[8 marks]

Mark scheme

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. 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, I think it is very convincing because at the start Drake had mixed motives. Drake brought back about £140,000 worth of gold, silver and jewels, the fact that these had been taken from Spanish, Catholic ships and settlements suited Drake as a Puritan who wanted to damage Spain and also get revenge for a Spanish attack on Hawkin's Fleet in 1568. But it is also possible that Drake changed his intentions during the voyage.	7–8
Level 3	Developed evaluation of interpretation based on contextual knowledge/understanding 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 there were many motives. He made £40 for each pound his investors lent him. And he claimed new land for England and made trade contacts with the Spice Islands.	5–6

Level 2	Simple evaluation of interpretation based on contextual knowledge/understanding	3–4
	<p>Students may progress from a basic analysis of interpretation by reasoning supported with factual knowledge and understanding based on one aspect of the interpretation.</p> <p>For example, it is convincing because he did want wealth, when he returned he had so much gold on board that the half he gave to Queen Elizabeth was more than the entire Royal income from the previous year.</p>	
Level 1	Analysis of interpretation based on contextual knowledge/understanding	1–2
	<p>Answers show understanding/support for interpretation, but the case is made by assertion/recognition of agreement.</p> <p>For example, as several courtiers who paid for Drake's voyage hoped he would, he came back with more gold and silver.</p>	
	Students either submit no evidence or fail to address the question	0

Responses

Student one

Interpretation C is convincing because it shows many of the reasons why Drake sailed around the world. The interpretation says that 'raiding the wealth of Spain' was a possible motive. This seems convincing because Drake was a Puritan who hated Spain for its Catholicism, which meant that he stole from the Spanish whenever he could. For example, while he was on his voyage around the world he captured hundreds of thousands of pounds of Spanish treasure. Therefore, the source is also convincing because he acted like a privateer in order to make himself rich on Spanish treasure.

Interpretation C also talks about Drake being motivated by exploration, for example 'discovering new lands' and finding a 'new and profitable route to the spices of the East'. However, while Drake acted like an explorer by successfully sailing the Golden Hind around the world like Magellan, it is more likely that he was mainly motivated by gaining wealth and revenge. By sailing close to the Spanish Empire in South America, Drake was to get back at the Spanish by stealing their wealth, as he hated them for attacking his cousin John Hawkins. Therefore, the interpretation is convincing in saying that there were a mixture of motives because it gives a comprehensive picture of the reasons for his voyage. Drake was interested in gaining wealth and getting his revenge on the Spanish, and the voyage around the world gave him the opportunity to do both of these things.

Commentary - level 4

The answer uses relevant contextual knowledge and understanding to substantiate the evaluation of a complex idea, focusing on the phrase 'a mixture of motives' by explaining there were a number of motives to Drake's voyage (wealth, revenge). Complex thinking is shown the substantiated judgement that links the comprehensiveness of the interpretation to the issue of how convincing it is.

Student two

The interpretation is convincing that he was out to claim new colonies for Queen Elizabeth, because Drake wanted to claim new lands for the Queen this would make the country more powerful, as English merchants could then trade with the new lands.

The interpretation is also accurate that Drake wanted to raid the wealth of Spain, because Drake wanted to make himself and the Queen richer. Spain was getting a lot of wealth from the New World and Queen Elizabeth was happy for Drake to steal gold, silver and other riches from them, like when he captured the Spanish ship called 'Cacafuego' in 1579. This gave wealth to both Drake and Elizabeth.

Commentary - level 3

The response shows developed thinking. It identifies more than one aspect of the interpretation, and evaluates one (that Drake was motivated by gaining wealth) with relevant and accurate factual support. The point about claiming lands for Elizabeth is simple, as a relevant aspect of the interpretation is identified but the evaluation is not substantiated with contextual knowledge.

Question 02

Explain what was important about the rebellion of the Earl of Essex for Elizabethan England.

[8 marks]

Mark scheme

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 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 (Essex rebellion) in the broader historical context (Elizabethan England). This is supported by factual knowledge and understanding. For example, the rebellion is important because it shows the power of the Cecil family in the Elizabethan Court. Essex saw William and his son Robert as an obstacle to his own rise. Essex's own mistakes and his ambition collided with the power of the Cecil's. There was only ever going to be one winner.	7–8
Level 3	Developed explanation of consequences 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 rebellion was important because it shows how easy it was for someone to lose favour, for example through Essex's mistakes in Ireland, and how dangerous the politics of the Elizabethan court were for people who made mistakes. For example, the importance of the rebellion was that it shows how much in control of her court Elizabeth was	5–6

because when she stopped Essex's monopoly on sweet wines, his debts forced him to take drastic action.

Level 2 Simple explanation of one consequence 3–4

Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation by simple reasoning of **one** of the identified consequences, supporting by factual knowledge and understanding.

For example, the Essex rebellion was important because it shows that the Queen was very much in control even as late as 1601. The rebellion was easily put down.

Level 1 Basic explanation of consequence(s) 1–2

Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify consequences that are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, Essex was executed as a result of his rebellion failing.

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

Responses

Student one

The Essex rebellion was important for Elizabethan England because it showed that Elizabeth's control on her kingdom was fading by the end of her reign. Earlier in her reign, Elizabeth was always able to count on the loyalty of her closest advisors like William Cecil, who worked hard to maintain Elizabeth's control of England. Essex's rebellion showed that the most powerful people in England were willing to disrespect her and fight against her. For example, Essex's attempt to capture the Queen would have been unlikely at beginning of her reign, because at that time Elizabeth was the centre of the patronage system at court that made most of the senior nobles loyal to her because they all wanted to be her favourite.' However, the Essex rebellion shows that by the end of her reign, Elizabeth's system of patronage was breaking down.

However, the rebellion also shows that even though Elizabeth was losing popularity, she still had some support from powerful people in England. For example, Essex was only able to get about 300 followers, and they all abandoned him when they were given a pardon. This was because Elizabeth still had supporters like Robert Cecil, who helped to capture Essex's after only 12 hours and his execution in the Tower of London. Therefore, even though England was suffering with famine and poverty by the end of her reign, Elizabeth still had enough power to crush the revolt quickly.

Commentary – level 4

The response shows complex thinking by analysing the consequences of the Essex Rebellion in the broader historical context (Elizabeth's political power). This is supported with relevant and accurate factual knowledge and understanding.

Student two

The rebellion by the Earl of Essex was important because it gave more power to Robert Cecil. Before the rebellion, Essex and Cecil were the two most powerful members of Elizabeth's court. They became rivals, as Essex was jealous that Elizabeth made Cecil secretary of state. However, as a result of his rebellion Essex was arrested and executed in 1601, which meant that Cecil became the most powerful person on Elizabeth's Privy Council.

The Essex rebellion was also important because it shows that Elizabeth still had supporters in 1601. Very few people supported Essex in London, and he was captured by Elizabeth's forces after only twelve hours.

Commentary – level 3

The response shows developed thinking about the immediate consequences of the Essex Rebellion. The first point is developed, with the consequences for Cecil supported with relevant and accurate factual knowledge and understanding. The second point shows simple knowledge of another relevant aspect of the rebellion. To progress, the answer could go on to explain what the increased power of Cecil meant for the broader historical context (the politics of Elizabethan England).

Question 03

Write an account of the ways in which Elizabeth dealt with the challenge of Puritanism.

[8 marks]

Mark scheme

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 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. This might be related to an analysis of different impacts/consequences of change in the broader historical context. Such as... Elizabeth was very determined to contain Puritanism. She would not accept any opposition so she suspended Edmund Grindal, the Archbishop of Canterbury, because he was a Puritan and liked Propheesyings. When she appointed Whitgift he took a hard line, punishing, imprisoning puritans. They got the message in the 1580s and after 1590 Puritanism declined as many of the leading puritans and their supporters had died, John Field, the Earl of Leicester, Sir Francis Walsingham.	7–8
Level 3	Developed analysis of change(s) 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. Such as...Elizabeth used a number of different methods to control Puritanism and increase the pressure through her reign. She made her Archbishops of Canterbury like Matthew Parker take a strong line against puritans so in 1566 he told them what to wear and 30 ministers were expelled. She	5–6

would also punish people like Stubbs for his Puritan writing in 1583. She had his hand cut off.

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 consequences supported by factual knowledge and understanding.

For example, during her reign the Puritans demanded changes to the Elizabethan Church. In 1566 they wanted ministers to wear simple black clothes. Elizabeth made Matthew Parker issue rules for the church. In 1571 Walter Strickland wanted a new prayer book and changes to clothing. Elizabeth shocked Parliament before his ideas were discussed. In the 1580s Elizabeth put Puritans in prison.

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(s), which is relevant to the question.

For example, Puritans wanted things to be plain and simple. Elizabeth made the Archbishop of Canterbury lay down rules about what ministers should wear. She had Puritan meetings banned.

Responses

Student one

Elizabeth dealt with the challenge of Puritanism by arresting the Archbishop of Canterbury Edmund Grindal and replacing him with John Whitgift. Grindal was a threat to Elizabeth because he refused to close down prophesying meetings between, Elizabeth wanted him to shut these down because people criticised the Elizabethan church at these meetings. Therefore, Elizabeth replaced him with Whitgift, who ended prophesying and forced all of the clergy to swear loyalty to the Elizabeth's bishops and the Elizabethan prayer-book. This stopped Puritans from spreading their ideas through their pamphlets, which helped Elizabeth because Puritans had criticized the Elizabethan Settlement because it allowed too many Catholic ideas like bishops to survive.

Elizabeth also dealt with the threat of Puritans violently. For example, after some Puritans rejected Whitgift's ideas and formed a new group called the Separatists, who wanted to be separate from the Anglican church. Therefore, the government passed a law in 1593 which allowed it to execute anybody suspected of being a recusant or a separatist. In fact, Barrow and Greenwood were both hanged in 1593 for their writings. This forced all Separatists to accept the Middle Way or go to another country, which helped to end the challenge of Puritanism and cut down criticisms of Elizabeth.

Commentary – level 4

The answer shows complex thinking by supporting analysis of more than one way that Elizabeth dealt with Puritanism with a range of detailed factual knowledge and understanding. This answer is credited at level 4 because it directly addresses the issue in the question (how Elizabeth dealt with the challenge of Puritanism)

Student two

Elizabeth dealt with the challenge of Puritanism by imprisoning the Puritans. For example, in 1593 Elizabeth locked up Peter Wentworth when he spoke about Puritanism in Parliament after Elizabeth had banned people from doing this. She also put the Archbishop of Canterbury under house arrest after refused to ban prophesying. If Elizabeth could imprison members of Parliament and sack her Archbishop of Canterbury then it showed she was prepared to deal with anyone supported Puritanism.

Elizabeth also used violence to deal with the challenge. For example, a separatist called Stubbs had his hand cut off for writing a pamphlet against Elizabeth. Things got worse for the Puritans when the government started to execute anyone suspected of being a Separatist later in Elizabeth's reign. This allowed her to deal with the Puritans because people were afraid of her.

Commentary – level 3

The answer shows a developed analysis of change. It identifies more than one way that Elizabeth dealt with the challenge of Puritanism. The first point is developed as it shows extended reasoning relevant to the issue in the question (the challenge of Puritanism) and supports it using accurate factual knowledge. The second point remains simple, as the issue in the question is not fully addressed.

Specimen Paper 2C/B Elizabethan England, c1568–1603

Question 04

‘The main change that Elizabethan manor houses demonstrated was the greater prosperity of their owners.’

How far does a study of Speke Hall support this statement? Explain your answer.

You should refer to Speke Hall and your contextual knowledge.

[16 marks]

Mark scheme

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 candidates 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.

Candidates 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 manor houses not only reflected how the country had become more prosperous, but the main change was how they demonstrated the new status of their owners. Owners such as the Norris family wanted to show their new status and they used Speke Hall to announce this change in fortune. Design aspects at Speke reflect both their change in prosperity and the rise of the gentry class, showing that they were different from their servants, who were accommodated separately. This meant that the Norris family could enjoy a more private life. They could afford to break away from the medieval practice of all the servants sleeping in the Great Hall. This

change happened at Speke Hall when, the owner Edward Norris completed the northern range to enclose the courtyard in 1598. He was able to build a bedroom for himself and rooms for the servants away from the family.

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 that 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.

Candidates 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 demonstrated the wealth of the Norris' was the remodelling of the fireplace in the parlour. It became the central focus of the room and was no longer used for cooking on. Above the fireplace is an over-mantel which shows off three generations of the Norris family and how their fortunes had changed for the better during the period.

For example, another change showed how the status of the Norris' had improved was the great number of glass windows at Speke. The use of glass, which was expensive, not only showed that Norris' were wealthy, but also showed their standing in society. For example, they installed heraldic glass in the Great Hall to show off the arms of the families to which they were related.

Level 2 Simple explanation of change(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.

Candidates may progress from a basic explanation to a simple explanation of changes by simple reasoning supported with factual knowledge and understanding of the site.

For example, the owners of Speke Hall showed how their wealth had increased by being able to afford to remodel the Great Hall, changing the decoration and moving on from the fashion for medieval plastering and tapestries to Renaissance influenced Flemish carvings. It is possible that Norris' wife, a member of the Smallwoods, a merchant family who had trading connections with the Low countries, might have imported the panels.

Level 1 Basic explanation of change(s) 1-4

Answer demonstrates basic knowledge and understanding that is relevant to the question.

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Candidates recognise and provide a basic explanation of change(s).

For example, Elizabethan houses like Speke had great chimneys, which showed that the owners could now afford lots of heating. Speke has more small rooms that are easier to heat than medieval halls.

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

Responses

Student one

The main change shown by Elizabethan manor houses was the greater prosperity of their owners. Other changes were also present at Speke Hall, but these were all made possible by the wealth of the Norris family.

The new prosperity of the Norris is shown in the expensive and elaborate design of the house. For example, expensive heraldic glass was installed in the Great Hall, while Speke was notable because of the great number of glass windows throughout the property. The Norris' wanted to be able to display the new fashions and culture of the time, and to show off their wealth by sponsoring Renaissance artists to create work for them. Therefore, the Great Hall contained Flemish carvings, which were very fashionable in the Elizabethan era. It is possible that Norris' wife, who came from a merchant family with trading connections in Europe called the Smallwoods, might have imported the panels at great expense. Therefore, wealth gave them the opportunity to become patrons to artists and make the house fashionable.

Speke Hall also shows us that society had changed and its owners had a different relationship with their servants. For example, as wealthy members of the gentry, the Norris' could afford to break away from the medieval practice of having all the servants sleep in the Great Hall. When the owner Edward Norris completed the northern range to enclose the courtyard in 1598, he was able to build a bedroom for himself and rooms for the servants away from the family. The design of the house allowed the Norris's to show that they had a different status to their servants.

Elizabethan Manor houses show off the political ambitions of a rising social class and their relationship with the Queen. For example, the Norris' showed their family's history on the overmantel in the great parlour which announces for everyone to see that the Norris family have a long tradition and that their prosperity is not recent. The wooden panel refers to William Norris's eldest son, who died fighting for the Tudor king Henry VIII against the Scots in the battle of Pinkie (1547). So the house was used to show the families long standing loyalty to the Elizabeth and the Tudor dynasty, which would help with their political position at court.

The greater prosperity of the owners is therefore the main change demonstrated by Speke Hall. Without the wealth of the Norris family, they would not have been able to invest in expensive new glass designs and artwork that demonstrated their new status as patrons of the arts. Their wealth also allowed them to invest in other features of the house like the overmantel, that showed off the families background, heritage and political ambition.

Commentary – level 4

Complex explanation of the given change and other relevant changes demonstrated by the site is shown. While an introduction is not required, it helps to signpost a judgment (greater prosperity is the most important change demonstrated) which is later substantiated. The points made in the answer are illustrated with detailed knowledge and understanding of the site, which is contextualised in terms of wider developments of the period (eg new social standing of the Elizabethan gentry, political ambitions of the gentry and their greater prosperity).

Student two

Speke Hall demonstrates that the Norris family were more prosperous. This can be seen in pictures of the parlour and the way that the fireplace above it and around it was remodelled. The over-mantel is a brilliant piece of carving showing 3 generations of the Norris family – Henry, William and Edward, with their wives and children. It shows off how their family fortunes had changed for the better during the period.

Another change showed how the wealth of the Norris' had improved was the great number of glass windows at Speke. The use of glass, was expensive, not only showed that Norris' were wealthy because they could afford it but it was very 'visible' to everybody who looked at Speke Hall and could see their 'wealth' displayed on the walls.

There were other changes too. The house shows off the latest fashions and designs of the Tudor period. Unlike in medieval times the fireplaces were no longer used for heating food, instead they gave off light and heat. There are many fireplaces all over the house, which gave the family more privacy allowed for rooms that were set apart from those of the servants. In medieval times the servants would sleep in the great Hall often with the family. The Norris family also used more glass in windows and fireplaces as Tudor homes became much more comfortable and modern.

Overall, the main change at Speke Hall was the greater prosperity of the owners. This is shown in the fact that The Norris family could afford to change the decoration of the house and import expensive Flemish carvings.

Commentary – level 3

The answer shows developed explanation of the given change (greater prosperity) and comments on another relevant change (eg new fashions). The prosperity of the owners of Speke Hall is supported knowledge of the site (evidence from the design ie extended building, and the materials ie glass). The answer asserts that the greater prosperity of the owners was the main change that was demonstrated by Elizabethan manor house. This should be credited at low level 3. In order to progress, further explanation of the other changes is required, while the judgment requires further substantiation.

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8145

You can talk directly to the History subject team

E: history@aqa.org.uk

T: 0161 958 3861