

GCSE (9–1)

History B (Schools History Project)

J411/42: The Elizabethans, 1580-1603

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
 6	Level 6
	Noted but no credit given
	Not answered question
	Extendable horizontal wavy line

1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.



High performance 4–5 marks	<ul style="list-style-type: none"> • 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 performance 2–3 marks	<ul style="list-style-type: none"> • 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 performance 1 mark	<ul style="list-style-type: none"> • 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
No marks awarded 0 marks	<ul style="list-style-type: none"> • 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

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3

- If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.
- If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

Section B: The Elizabethans, 1580–1603

Question 1a – 3 marks

In Interpretation A, historian Antonia Fraser argues that Mary Queen of Scots was treated unfairly at her trial. Identify and explain one way in which she does this.

Notes and guidance specific to the question set

Points marking (AO4): 1+1+1. 1 mark for identification of a relevant and appropriate way in which the illustrator portrays wealth and comfort + 1 mark for a basic explanation of this + 1 mark for development of this explanation.

Reminder – This question does not seek evaluation of the given interpretation, just selection of relevant material and analysis of this in relation to the issue in the question.

The explanation of how Fraser argues that Mary Queen of Scots was treated unfairly may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of the historical situation portrayed and / or to the method or approach used by Fraser. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.

The following answers are indicative. Other appropriate ways and appropriate and accurate explanation should also be credited:

Fraser emphasises how Mary was not able to prepare for her trial (1). For example, she wasn't allowed any advice or help or 'even a secretary' (1). This makes it seem like her captors were trying to stop her defending herself (1).

Fraser depicts Mary as defenceless (1). For example, she is described as 'quite alone, a sick woman' (1). This makes her seem vulnerable (1).

Fraser suggests that the prosecution and defence weren't evenly matched (1). Mary was 'quite alone' in a 'foreign' country whilst the prosecution had 'the best legal brains in the country'. (1). This makes us feel sorry for Mary (1).

Question 1b – 5 marks If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the problems that Mary Queen of Scots caused Elizabeth.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks Please note that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.	Notes and guidance specific to the question set
Level 3 (5 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	<i>Answers may choose to put forward lines of investigation by framing specific enquiry questions but it is possible to achieve full marks without doing this.</i> <i>Suggested lines of enquiry / areas for research may be into matters of specific detail or into broader themes but must involve use of second order concepts rather than mere discovery of new information if AO2 marks are to be awarded.</i> <i>Examples of areas for further research include: reasons why Mary was on trial (causation); scale or seriousness of the threat (significance); reasons that Mary/Catholics were plotting against Elizabeth (causation); the impact of Elizabeth's decision to try and execute Mary (consequence); whether all of Elizabeth's Catholic subjects disloyal (diversity/ similarity & difference); whether the outcome of the trial was solely down to the reasons given in the interpretation (causation).</i>
Level 2 (3–4 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
Level 1 (1–2 mark) The response shows knowledge of features and characteristics (AO1). It shows a basic understanding of second order historical concept(s) and attempts to link these to explanation of how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
0 marks No response or no response worthy of credit.	

Question 1b – 5 marks If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the problems that Mary Queen of Scots caused Elizabeth.	
Guidance and indicative content	
Level 3 (5 marks)	<p>Valid line of enquiry based on second order concept to compare to an <u>impression</u> given by Interpretation A. Indication of how this would improve understanding of the problems that Mary Queen of Scots caused Elizabeth.</p> <p><i>[Significance]</i> Interpretation A suggests that Mary was not much of a threat to Elizabeth because we get this impression she was found guilty because the trial was unfair. I would investigate the scale and significance of the Catholic threat in England at the time. This would help us better understand the treatment of Mary by Elizabeth.</p>
Level 2 (3-4 marks)	<p>Valid line of enquiry based on second order concept, e.g.</p> <p><i>[Causation]</i> I would investigate the reasons that Mary was on trial. This would allow us to see how much of a threat she posed to Elizabeth.</p> <p><i>[Consequence]</i> I would look at the impact of Mary's trial and execution. This would allow us to understand whether it helped Elizabeth to deal with the Catholic threat or whether it led to further plots by Catholics trying to avenge Mary, causing Elizabeth more problems.</p> <p>NB: Max 3 marks if there is no indication of how the enquiry would increase understanding of the problems that Mary Queen of Scots caused Elizabeth.</p>
Level 1 (1–2 marks)	<p>Investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1–2 marks), e.g. I would look for more information about what was making Mary 'a sick woman' at the time and whether she was allowed to see a doctor</p> <p>Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate (1 mark), e.g. It says Mary 'new nothing' of England or its customs but I would like to know if that's really true.</p>
0 marks	

Question 2–12 marks Interpretations B and C both focus on daily life in Elizabethan society. How far do they differ and what might explain any differences?	
Levels AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Maximum 12 marks	Notes and guidance specific to the question set
Level 4 (10–12 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4).	<p><i>Answers could consider:</i></p> <ul style="list-style-type: none"> • (L1) Comparison of provenance and source type alone, eg B is from a tourist website, C is programme for history students; they are both modern sources. • (L1) Undeveloped reasons for differences based on simplistic provenance, eg B was written for tourists but C was written by a proper historian who has done lots of research. • (L2) Individual points of similarity/difference in content: B says that everyone looked after each other but C says that crime is rife; B shows people dancing to music and mentions 'pleasures' and this is similar to C which discusses 'treats' at the market. • (L3) Differences in the overall message about or portrayal of Elizabethan daily life: B depicts daily life in a very positive way. The interpretation shows people dancing along to music and enjoying the 'pleasures' of 16th century life. It says that this was a society where everyone looked after each other. The interpretation claims this is an 'authentic' experience for visitors to Kentwell Hall. However, C gives an overly negative impression of daily life. It emphasises hardship ('you might only be able to buy some herbs or an onion') and disease ('waiting for death'), and paints a 'terrifying' picture of crime in towns. • (L4) Comparison as L3, plus developed reasons for differences – purpose/audience of Interpretation B, eg this is a website aimed at tourists and tries to attract people to visit Kentwell Hall. It's selling a visit as an 'authentic' experience but is more likely to focus on the 'pleasures' and positive aspects of life as mentioning disease and death would be unlikely to encourage families to visit. <p>Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant</p>
Level 3 (7–9 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
Level 2 (4–6 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
Level 1 (1–3 marks) Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).	
0 marks No response or no response worthy of credit.	

	<p><i>knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
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Question 2–12 marks	
Interpretations B and C both focus on daily life in Elizabethan society. How far do they differ and what might explain any differences?	
Guidance and indicative content	
Level 4 (10–12 marks)	<p>Valid comparison of portrayals in B and C, with support. Difference explained with the <u>purpose</u> or <u>audience</u> of <u>INTERPRETATION B</u>, e.g.</p> <p><i>As L3, plus:</i> <i>I think B is more positive is because it is from a website aimed at tourists which is trying to attract people to visit Kentwell Hall. It's selling a visit as an 'authentic' experience but is more likely to focus on the 'pleasures' and positive aspects of life as mentioning disease and death would be unlikely to encourage families to visit.</i></p> <p>NOTE: The nature of C means that any comments on this interpretation are likely to be of Level 1 quality.</p>
Level 3 (7–9 marks)	<p>Valid comparison of portrayals in B and C with support from one or both interpretations, e.g.</p> <p><i>B depicts daily life in a very positive way. The interpretation shows people dancing along to music and enjoying the 'pleasures' of 16th century life. It says that this was a society where everyone looked after each other. The interpretation claims this is an 'authentic' experience for visitors to Kentwell Hall. However, C gives an overly negative impression of daily life. It emphasises hardship ('you might only be able to buy some herbs or an onion') and disease ('waiting for death'), and paints a 'terrifying' picture of crime in towns.</i></p> <p>NOTE: Answers with support from only one interpretation award 7 marks</p>
Level 2 (4–6 marks)	<p>Selects individual points of similarity or difference, e.g.</p> <ul style="list-style-type: none"> <i>B says that everyone looked after each other but C says that crime was rife.</i> <i>B shows people dancing to music and mentions 'pleasures' and this is similar to C which discusses 'treats' at the market.</i> <p>Alternatively, valid comparison of portrayals with no support, e.g. <i>Interpretation B paints a happy, positive picture of daily life but C gives us a much more negative impression.</i></p> <p>Alternatively, purpose/audience of B used to explain its portrayal – no comparison, e.g. <i>I think B is so positive because it's trying to encourage visitors to Kentwell Hall, so it's more likely to focus on 'pleasures' and fun activities.</i></p>
Level 1 (1–3 marks)	<p>Comparison of simplistic provenance, e.g.</p> <ul style="list-style-type: none"> <i>They are different because B is from a tourist website and C is from a programme for history students.</i> <i>They are different because B was written for tourists but C was written by a proper historian who has done lots of research.</i> <p>Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g. <i>B tells us that in this period everyone depended on each other. C talks about plague and the hustle and bustle of the markets.</i></p>
0 marks	

Question 3*–20 marks In an article for a British newspaper in 2016, historian John Guy argued that ‘to see Elizabeth as all-powerful is a big mistake.’ How far do you agree with this view of the power of Elizabeth between 1580 and 1603?	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks	Notes and guidance specific to the question set
Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the power of the queen.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Levels 4 and 5, this must involve evidence to both support and challenge the interpretation.</i> <i>Answers are most likely to show understanding of the second order concepts of causation (reasons that Elizabeth had power or that her power was restrained in some way); consequence (impact of Elizabeth’s power on other individuals or events); change and continuity (eg how the nature and extent of her power changed across the period); significance (the role of an individual monarch in this period and their impact upon events); and similarity and difference (power in some respects but not in others) but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: Role of the Privy Council in offering policy advice shows queen was not ‘all-powerful’; Elizabeth’s decision to allow some Catholics to attend court shows the need to keep their loyalty; role of Walsingham as Secretary of State – Elizabeth often ended up following his advice; role of Cecil as Secretary of State, eg managed to change Elizabeth’s mind on issues such as the decision to execute Mary Queen of Scots; Earl of Essex’s attempted rebellion shows</i>
Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (9–12 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).	

<p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p>Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>Elizabeth's power was threatened; role of Parliament, e.g. in granting taxes and changing the law; Elizabeth usually compromised with Parliament; Puritan opposition in Parliament; Elizabeth needed to call Parliament more as time went on because of concerns over religion and war with Spain; Elizabeth had to give in to MPs over their opposition to her granting too many monopolies; Lords Lieutenant and JPs were needed to control the different areas of the kingdom.</i></p>
<p>0 marks No response or no response worthy of credit.</p>	<p><i>Grounds for disagreeing include: Importance of patronage and winning the Queen's favour as controlled by Elizabeth; Privy Councillors were selected by the Queen and could be dismissed by her; Elizabeth avoided problems with the Privy Council by limited the number of members, dismissing members from court if they offended her, and encouraging loyalty by rewarding them with jobs; Elizabeth's refusal to marry meant she held on to more power for herself; Elizabeth's handling of the Earl of Essex, e.g. taking away all his government jobs leaving him bankrupt, and executing him following his attempted rebellion; Elizabeth's control over and limited use of Parliament, e.g. she set strict limits on what it could discuss; the majority of MPs could be relied upon to vote as the Queen wished; Elizabeth's punishment of Puritan critics, e.g. John Stubbes had his hands cut off / Peter Wentworth imprisoned in Tower of London; the Queen could remove JPs from power and Elizabeth did so on many occasions; the use of censorship and propaganda to control her public image.</i></p>

Question 3*–20 marks In an article for a British newspaper in 2016, historian John Guy argued that ‘to see Elizabeth as all-powerful is a big mistake.’ How far do you agree with this view of the power of Elizabeth between 1580 and 1603?	
Guidance and indicative content	
Level 5 (17-20 marks)	<p>Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks, e.g.</p> <p><i>There is a lot evidence that goes against the interpretation. For example, Elizabeth held the power of patronage and she could choose whoever she wanted to help her rule. Elizabeth usually gave positions of power to wealthy nobles and took these positions away if they upset her. Although hundreds of nobles attended court, relatively few gained positions of real power. Additionally, Elizabeth could control Parliament and only made limited use of it. She set strict limits on what it could discuss and generally the majority of MPs could be relied upon to vote as the Queen wished.</i></p> <p><i>However, there is also some evidence to support this interpretation. Her secretaries of state held a lot of power and influence over her. For example, she often ended up following Walsingham's advice, and Cecil managed to change her mind on issues such as the decision to execute Mary Queen of Scots. Also, Elizabeth governed a kingdom of three million subjects and could not possibly hold personal power everywhere. She relied on Lords Lieutenant and JPs to control the different areas of the kingdom at a local level, doing things such as enforcing the Poor Laws and collecting taxes.</i></p> <p><i>Overall I think the interpretation is right. Elizabeth held the most power and a person would not be powerful without her approval. However, she relied on a huge range of different people and so it would be wrong to say she was ‘all-powerful’.</i></p>
Level 4 (13-16 marks)	<p>Balanced or one-sided argument; three explained points of support, e.g.</p> <p><i>There is a lot evidence that goes against the interpretation. For example, Elizabeth held the power of patronage and she could choose whoever she wanted to help her rule. Elizabeth usually gave positions of power to wealthy nobles and took these positions away if they upset her. Although hundreds of nobles attended court, relatively few gained positions of real power. Additionally, Elizabeth could control Parliament and only made limited use of it. She set strict limits on what it could discuss and generally the majority of MPs could be relied upon to vote as the Queen wished. However, there is also some evidence to support this interpretation. Her secretaries of state held a lot of power and influence over her. For example, she often ended up following Walsingham's advice, and Cecil managed to change her mind on issues such as the decision to execute Mary Queen of Scots.</i></p>
Level 3 (9-12 marks)	<p>One sided argument, two explained points of support, e.g.</p> <p><i>There is a lot evidence that goes against the interpretation. For example, Elizabeth held the power of patronage and she could choose whoever she wanted to help her rule. Elizabeth usually gave positions of power to wealthy nobles and took these positions away if they upset her. Although hundreds of nobles attended court, relatively few gained positions of real power. Additionally, Elizabeth could control Parliament and only made limited use of it. She set strict limits on what it could discuss and generally the majority of MPs could be relied upon to vote as the Queen wished.</i></p> <p>Alternatively, balanced argument; one explained point on each side, e.g.</p> <p><i>There is evidence to challenge the interpretation. For example, Elizabeth held the power of patronage and she could choose whoever she wanted to help her rule. Elizabeth usually gave positions of power to wealthy nobles and took these positions away if they upset her. Although hundreds of nobles attended court, relatively few gained positions of real power. However, there is also some evidence to support this interpretation. Her secretaries of state held a lot of power and influence over her. For example, she often ended up following Walsingham's advice, and Cecil managed to change her mind on issues such as the decision to execute Mary Queen of Scots.</i></p>

Level 2 (5-8 marks)	<p>One sided argument; one explained point of support, e.g.</p> <p><i>I disagree. Elizabeth held the power of patronage and she could choose whoever she wanted to help her rule. Elizabeth usually gave positions of power to wealthy nobles and took these positions away if they upset her. Although hundreds of nobles attended court, relatively few gained positions of real power.</i></p>
Level 1 (1-4 marks)	<p>Identification of reason(s) to support/challenge without full explanation, e.g.</p> <p><i>No, I don't agree because Elizabeth held powers of patronage.</i></p> <p>Alternatively, description of Elizabethan court/ patronage/ government / related events without linking this to the question, e.g.</p> <p><i>In the Elizabethan system, Elizabeth granted rewards and jobs to nobles and bishops who then granted them to the gentry. Parliament didn't meet that often under Elizabeth.</i></p> <p>Alternatively, valid but general assertions, e.g.</p> <p><i>Yes, there were a variety of other important people and institutions around Elizabeth.</i></p>
0 marks	

<p>Question 4*–20 marks According to the website www.elizabethanenglandlife.com, the Elizabethan explorers were successful in ‘exploring distant lands to gain wealth and power.’ How far do you agree with this view of the achievements of Elizabethan adventurers between 1580 and 1603?</p>	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of England’s connections with the wider world.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Levels 4 and 5, this must involve considering both evidence to support and to challenge the interpretation.</i></p> <p><i>Answers are most likely to show understanding of causation (reasons for success or failure of explorers) and consequence (nature of success/failure) but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: Voyages of Sir Francis Drake – in 1580 Drake returned to England with vast amounts of Spanish treasure (‘wealth’); Drake was the first Englishman to circumnavigate the globe and claimed new territories in the Americas for Elizabeth (‘distant lands’); Humphrey Gilbert claiming Newfoundland for Elizabeth; despite Raleigh’s failure to establish a colony at Roanoke, the explorers did learn much about America which helped to establish a later, more successful colony under King James (‘power’); Raleigh’s 1595 expedition did not find gold but did expand England’s exploration of ‘distant lands’; ‘wealth’ was brought by the increase in trade, eg successful expedition of James Lancaster and the East India Company in 1601 which led to establishing England’s first successful trading warehouse in the East in Indonesia; the Muscovy Trading Company succeeded in exporting cloth, lead, and tin; and importing wax and furs; Ralph Fitch travelled through the Mughal Empire and into Burma and picked up information about the sea trade with China and the Spice Islands.</i></p> <p><i>Grounds for disagreeing include: Failure of Humphrey Gilbert to</i></p>
<p>Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	
<p>Level 3 (9–12 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p>Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).</p>	

<i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i>	<i>establish a settlement in Newfoundland in 1583 expedition, which ended in 2 ships being wrecked and the death of 80 men, then the death of Gilbert himself; failure of voyages funded by Raleigh 1584-1586 to establish a successful colony at Roanoke; Raleigh's expedition to Guiana in search of El Dorado failed to find the fabled city of gold; failure of James Lancaster's expedition in 1591 to establish trade links with the East.</i>
0 marks No response or no response worthy of credit.	

Question 4*–20 marks According to the website www.elizabethanenglandlife.com, the Elizabethan explorers were successful in ‘exploring distant lands to gain wealth and power.’ How far do you agree with this view of the achievements of Elizabethan adventurers between 1580 and 1603?	
Guidance and indicative content	
Level 5 (17-20 marks)	<p>Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks, e.g.</p> <p><i>There is a lot evidence to support the interpretation. For example, the voyages of Sir Francis Drake were successful. In 1580 Drake returned to England with vast amounts of Spanish treasure, showing he brought back ‘wealth’. He was also the first Englishman to circumnavigate the globe and claimed new territories in the Americas for Elizabeth, so he was successful in exploring ‘distant lands’ as well. I would also say that the adventurers were successful in going to distant lands and increasing trade, which also brought wealth. For example, James Lancaster led an East India Company expedition to the far East which led to establishing England’s first successful trading warehouse in Indonesia.</i></p> <p><i>However, there is also some evidence to challenge this interpretation. Humphrey Gilbert’s expeditions were a failure: he did not succeed in setting up a colony in Newfoundland which was the aim of his 1583 voyage. In fact, two ships were wrecked and 80 men died. Gilbert himself drowned on the journey home. Additionally, in 1594, Sir Walter Raleigh led an expedition to Guiana. He was searching for El Dorado, ‘the city of Gold’, which would have brought much wealth. However, he found no gold mines in South America and returned to England empty handed.</i></p> <p><i>Overall I think the interpretation is right about the success of exploration of distance lands – even though Raleigh didn’t find the city of gold and Gilbert’s settlement failed, both explorers gain vital knowledge which would lead to England gaining much ‘wealth’ and ‘power’ in the longer term.</i></p>
Level 4 (13-16 marks)	<p>Balanced or one-sided argument; three explained points of support, e.g.</p> <p><i>There is a lot evidence to support the interpretation. For example, the voyages of Sir Francis Drake were successful. In 1580 Drake returned to England with vast amounts of Spanish treasure, and he was also the first Englishman to circumnavigate the globe. I would also say that the adventurers were successful in going to distant lands and increasing trade, which also brought wealth. For example, James Lancaster led an East India Company expedition to the far East which led to establishing England’s first successful trading warehouse in Indonesia. However, there is also some evidence to challenge this interpretation. Humphrey Gilbert’s expeditions were a failure: he did not succeed in setting up a colony in Newfoundland which was the aim of his 1583 voyage. In fact, two ships were wrecked and 80 men died. Gilbert himself drowned on the journey home.</i></p>
Level 3 (9-12 marks)	<p>One sided argument, two explained points of support, e.g.</p> <p><i>There is a lot evidence to support the interpretation. For example, the voyages of Sir Francis Drake were successful. In 1580 Drake returned to England with vast amounts of Spanish treasure, showing he brought back ‘wealth’. He was also the first Englishman to circumnavigate the globe and claimed new territories in the Americas for Elizabeth, so he was successful in exploring ‘distant lands’ as well. I would also say that the adventurers were successful in going to distant lands and increasing trade, which also brought wealth. For example, James Lancaster led an East India Company expedition to the far East which led to establishing England’s first successful trading warehouse in Indonesia.</i></p> <p>Alternatively, balanced argument; one explained point on each side, e.g.</p> <p><i>There is a lot evidence to support the interpretation. For example, the voyages of Sir Francis Drake were successful. In 1580 Drake returned to England with vast amounts of Spanish treasure, showing he brought back ‘wealth’. He was also the first Englishman to circumnavigate the globe and claimed new territories in the Americas for Elizabeth, so he was successful in exploring ‘distant lands’ as well. However, there is also some evidence to challenge this interpretation. Humphrey Gilbert’s expeditions were a failure: he did not succeed in setting up a colony in Newfoundland which was the aim of his 1583 voyage. In fact, two ships were wrecked and 80 men died. Gilbert himself drowned on the journey home.</i></p>

Level 2 (5-8 marks)	<p>One sided argument; one explained point of support, e.g.</p> <p><i>I agree. The voyages of Sir Francis Drake were successful. In 1580 Drake returned to England with vast amounts of Spanish treasure, showing he brought back 'wealth'. He was also the first Englishman to circumnavigate the globe and claimed new territories in the Americas for Elizabeth, so he was successful in exploring 'distant lands' as well.</i></p>
Level 1 (1-4 marks)	<p>Identification of reason(s) to support/challenge without full explanation, e.g.</p> <p><i>Yes, because Drake circumnavigated the globe so he explored distant lands.</i></p> <p>Alternatively, description of adventurers/ voyages / related events without linking this to the question, e.g.</p> <p><i>In 1594, Sir Walter Raleigh led an expedition to Guiana. He was searching for El Dorado, 'the city of Gold'. This was also the period when the East India Company was set up.</i></p> <p>Alternatively, valid but general assertions, e.g.</p> <p><i>Yes, they explored new places like America and some expeditions led to trade links.</i></p>
0 marks	

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