
GCSE
HISTORY
8145/2B/C

Paper 2 Section B/C: Elizabethan England, c1568–1603

Mark scheme

June 2021

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

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.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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How convincing is **Interpretation A** about Catholic plots against Queen Elizabeth I?

Explain your answer based on your contextual knowledge and what it says in **Interpretation A**.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse individual interpretations (AO4a)**
Evaluate interpretations and make substantiated judgements in the
context of historical events studied (AO4d)

Level 4: **Complex evaluation of interpretation with sustained judgement based on** **7–8**
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, the interpretation is convincing because it is unlikely that a plot would have been successful without foreign assistance. The mission was a public exercise in 1580 by Campion but Parsons worked behind the scenes to encourage Catholics to plot against Elizabeth. Thus from 1581 Elizabeth increased the severity of anti-Catholic laws with increased Recusancy fines. To start with these were low and could be afforded by Catholics. But after the mission in 1581 the fine was increased to £20 and strictly enforced. After the Throckmorton plot in 1583 the government brought in the Bond of Association which aimed to stop plotters benefiting from the Queen's death. From 1585 the state actively hunted Catholic priests in the country and in 1593 stopped Catholics travelling more than five miles from their home.

Level 3: **Developed evaluation of interpretation based on contextual** **5–6**
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 the plots all threatened Queen Elizabeth. Mary, Queen of Scots had only just arrived when the Northern Rebellion happened. The Pope's excommunication of Elizabeth in 1570 encouraged Catholics to consider rebelling against the Queen. The Throckmorton plot had Mary at its centre and it involved the Spanish ambassador and the murder of Elizabeth. The Babington plot was another attempt to put Mary on the throne with help from Spain. But Walsingham trapped Mary. All of the plots showed

that Elizabeth had to keep her eye on English Catholics as they were a real threat.

Level 2: Simple evaluation of interpretation based on contextual knowledge/understanding **3–4**

Students may progress from a basic analysis of interpretation by reasoning supported with factual knowledge and understanding based on one aspect of the interpretation.

For example, it is convincing because the plots kept happening because Elizabeth was Protestant, had no children, and the Pope and King Philip II wanted her replaced by a Catholic. There were many plots against Queen Elizabeth such as the Ridolfi plot.

Level 1: Basic analysis of interpretation based on contextual knowledge/understanding **1–2**

Answers may show understanding/support for interpretation, but the case is made by assertion/recognition of agreement.

For example, when Mary arrived in 1568 she became a figurehead for Catholic plots such as the Northern Rebellion led by the Duke of Norfolk, Elizabeth second cousin.

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

0 2

Explain what was important about Elizabethan England that made it a 'Golden Age'.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex explanation of consequences** **7–8**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation by extended analysis of the consequences of the stated development (a 'Golden Age') in the broader historical context (Elizabethan England). This is supported by factual knowledge and understanding.

For example, what was important about England was that it was changing with the rise of the gentry, and different attitudes eg they were sympathetic to poor people. This meant that people thought they lived in a more enlightened and sophisticated time. This sense of a 'Golden Age' was enhanced by 'Gloriana' or Elizabethan propaganda. However this could be a myth as England was still brutal – there was torture and harsh punishments. And only a small minority lived in luxury and the poor had just enough to survive. Life expectancy was low and there were epidemics.

Level 3: **Developed explanation of consequences** **5–6**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, the Elizabethans thought they were living in a golden age because of the amount of change they witnessed. Elizabeth's long reign compared with her brother's and sister's was seen as a blessing. England defeated the most powerful nation in Europe – Spain, and many viewed this as recognition of England's special time.

For example, there were some important fundamental changes in society brought about by the rise of the gentry, the development of the printing press, greater wealth through trade and exploration, population growth, rising prices and the wide range of new Renaissance artistic developments.

Level 2: Simple explanation of one consequence **3–4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

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

For example, because the Elizabethan saw all of the changes going on around them and thought that they lived in a special time which they did because of the new plays in the theatre, the discoveries of the explorers such as potatoes or tobacco, the breakthroughs in technology such as the astrolabe, and new colonies.

Level 1: Basic explanation of consequence(s) **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify consequence(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, the plays and development of the theatre was seen as a part of the 'Golden Age'.

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

0 3

Write an account of the difficulties which faced Queen Elizabeth as a female ruler.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex analysis of change(s)** **7–8**

Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed narrative of change(s) with complex reasoning supported by a range of accurate and detailed factual knowledge and understanding. For example, an explanation of different impacts/consequences of change in the broader historical context.

For example, the Elizabethans did not have high hopes for a female ruler. Elizabeth sister, Mary, had been very extreme in her religious views and married a foreigner – Philip II of Spain which angered many Englishmen. Mary, Queen of Scots, was another example of a female monarch that did not impress. Elizabeth was young and inexperienced in government. She had to overcome prejudices to prove she was her father's daughter.

Level 3: **Developed analysis of change(s)** **5–6**

Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple narrative of change(s) with extended reasoning supported by a range of factual knowledge and understanding.

For example, the biggest difficulty was that it was difficult for a woman to lead the Church of England and to decide on religion. This is why she became the 'governor' rather than the 'head' of the church. Her sister, Mary, had been a strong Roman Catholic. Elizabeth brother, Edward, had been an extreme Protestant, and it was difficult because Elizabeth wanted loyalty, she steered a middle course to not upset anyone and keep the peace.

Level 2: Simple explanation of one 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 consequence(s) with supported with factual knowledge and understanding.

For example, the nobility expected Elizabeth to marry which was a problem because if she married a foreigner she might upset Englishmen, and if she married a particular Englishmen might upset the others. Really they wanted an heir.

Level 1: Basic explanation 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, everyone expected Elizabeth to get a husband and have a baby.

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

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	4
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'The main reason for building a stately home in the Elizabethan period was to impress.'

How far does a study of **Kenilworth Castle** support this statement?

Explain your answer.

You should refer to **Kenilworth Castle** and your contextual knowledge.

[16 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

Explain and analyse historical events and periods studied using second-order concepts (AO2:8)
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)

To support their answer students could include aspects of the site such as: location, function, structure, design, people connected with the site, how the site reflects culture, values and fashions of the time and how the site links to important events and/or developments of the specified period.

Level 4:

Complex explanation of consequences leading to a sustained judgement
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

13–16

Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of consequences by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, there were several reasons to build a stately home in Elizabethan England, many of which are shown at Kenilworth Castle. Robert Dudley's building was designed to impress the court and especially the Queen so that she would marry him. It was meant to be a display of his suitability on several levels. It obviously displayed his wealth as he spent £40,000 on the alterations. It was also a fashion statement of the Renaissance period, it was full of cultural features, blended in with his coat of arms, the house and garden announced his understanding of classical allusion and symbolism. As well as this it shouted out Dudley's suitability to be Queen Elizabeth's husband, Dudley was able to suggest that he came from a noble tradition by the way he blended the

existing parts of Kenilworth Castle into the new parts. He showed that he wanted to please the Queen by providing a gallery for dancing in, and a garden for walking in. The extensive grounds allowed the Queen to hunt which he knew she enjoyed.

Level 3: Developed explanation of consequences **9–12**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answers may suggest that one factor has greater merit.

Students may progress from a simple explanation of consequences to a developed explanation of causes by extended reasoning supported by factual knowledge and understanding of the site.

For example, the main reason for building a stately home in Elizabethan England was certainly for someone like Robert Dudley to impress both the local community, and the whole court. Of course, the most important person in the court was the Queen and he had known her from a young age. She had affection for him. His building at Kenilworth was designed to impress her enough for her to marry him. That this did not happen might have something to do the death of Amy Robsart, Dudley's first wife, and the political difficulty of marrying an English suitor rather than a foreign one. But certainly, Dudley did everything he could to impress Elizabeth with his wealth, status, and suitability. He made sure that his coat of arms was everywhere, he designed a garden which was both beautiful, and full of symbolism that demonstrated his love for Elizabeth, and testified to his culture and intellect. In the end, perhaps at Kenilworth he just tried too hard.

For example, Kenilworth Castle was designed to stand as a monument to Robert Dudley and his family, as well as to impress the Queen. His brother was the Earl of Warwick and he did not have any children to inherit. After it became obvious to Leicester that the Queen would not marry him, however impressed she was with Kenilworth, he became concerned about passing on his estates. He had an illegitimate son from a relationship with Lady Sheffield but the reason why he married the Countess of Essex in 1578 was to try to get a legitimate heir.

Level 2: Simple explanation of consequences **5–8**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

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

For example, everything about Kenilworth Castle is designed to impress the Queen Elizabeth. There was a grand new entrance to the castle wide enough for carriages to pass through. Dudley had elaborate accommodation for her which included a long gallery so that she could enjoy dancing. The views over the lake from the Queen's accommodation would have been impressive.

Level 1:	Basic explanation of consequences	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.	
	Students recognise and provide a basic explanation of consequences	
	For example, Robert Dudley built a beautiful garden for Elizabeth to walk in. It had an aviary, fountain and fruit trees.	
	Students either submit no evidence or fail to address the question	0