

---

**GCSE**  
**HISTORY**  
**8145/2B/C**

Paper 2 Section B/C:

Elizabethan England, c1568–1603

---

**Mark scheme**

June 2022

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

#### **Copyright information**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2022 AQA and its licensors. All rights reserved.

## 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.

0	1
---	---

How convincing is **Interpretation A** about the theatre in Elizabethan England?

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.

<b>Target</b>	<b>Analyse individual interpretations (AO4a)</b> <b>Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)</b>	
<b>Level 4:</b>	<b>Complex evaluation of interpretation with sustained judgement based on contextual knowledge/understanding</b>	<b>7–8</b>
	<p>Extends Level 3.</p> <p>Students may progress from a developed evaluation of interpretation by complex analysis of the interpretation supported by factual knowledge and understanding.</p> <p>For example, the interpretation is convincing because despite some opposition the theatre had support from the Queen and aristocracy. They sponsored acting companies to perform plays and they performed at court for the Queen. Elizabethan government knew that entertainment like the theatre was popular with the people, and so long as the plays were controlled it was useful propaganda. As we watch and enjoy Shakespearean plays today we can understand why Elizabethan theatre was popular because it reflected universal and common themes about human life.</p>	
<b>Level 3:</b>	<b>Developed evaluation of interpretation based on contextual knowledge/understanding</b>	<b>5–6</b>
	<p>Extends Level 2.</p> <p>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.</p> <p>For example, it is convincing because the city authorities in London were worried about the spread of disease when so many people came together in theatres like the Globe or the Rose. They were also concerned about increases in crime because all sorts of people – the rich and the poor came together to enjoy the plays. There was also opposition from the Puritans who thought that the plays were immoral and going to the theatre was ungodly as people would rather go to the theatre than to church to pray. Despite this opposition the theatre remained popular because it entertained and excited people.</p>	

<b>Level 2:</b>	<b>Simple evaluation of interpretation based on contextual knowledge/understanding</b>	<b>3–4</b>
	<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, the interpretation is convincing because it says that the Elizabethan theatres like the Globe were built outside the City in Southwark and were popular. People enjoyed plays written by William Shakespeare such as Romeo and Juliet.</p>	
<b>Level 1:</b>	<b>Basic analysis of interpretation based on contextual knowledge/understanding</b>	<b>1–2</b>
	<p>Answers may show understanding/support for interpretation, but the case is made by assertion/recognition of agreement.</p> <p>For example, lots of people enjoyed going to the theatre in Elizabethan times. There were new plays by William Shakespeare.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

**0 2**

Explain what was important about Queen Elizabeth I's court.

**[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 (the court of Queen Elizabeth) in the broader historical context (Elizabethan England). This is supported by factual knowledge and understanding.

For example, the Elizabethan Court was the centre of Elizabethan government and power. Elizabeth used it to project and exercise her power. The court moved around and went wherever the Queen went, so it was not a place but a collection of people. Elizabeth's main palace was at Whitehall in London but she regularly toured around to other palaces such as Windsor and visited the great houses belonging to nobles around the country. These were the major landowners and all the time she had with her the Privy Council who advised her on military and foreign affairs, religion and the Queen's security.

**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 Elizabethan Court was important because it was the centre of patronage. If you were at court you could be given titles, power and other rewards for which the Queen and nobles expected loyalty and support. Patronage also worked from the aristocracy downwards to their supporters. If you were banished from court then you had no access to patronage from those above you. Essex was one of the Queen's favourites and she used patronage

to make him a Privy Councillor in 1595. He had the monopoly of sweet wine in England which meant he could put a tax on anyone importing the wine which made him rich.

For example, the Royal Court had Elizabeth at the centre. She spent a lot of time in her private rooms with her ladies in waiting. They came from the richest families in England and they provided her with all the gossip about what was happening with the courtiers. The court was a centre of entertainment because the Queen loved dancing and music as well as ceremony to impress people.

**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 Court contained the Privy Council which ran the country. It had Elizabeth's main advisers like William Cecil and Francis Walsingham. The court was also a social and fashionable thing with about 1000 people and where the Queen was entertained.

**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 Court was where Queen Elizabeth met all the important people such as William Cecil.

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

0 3

Write an account of how the Spanish Armada was defeated.

[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 defeat of the Spanish Armada was due to the superior leadership of the English and the inferior resources of the Spanish. The technology of the English gave them an advantage in the confined space of the channel where the fast, agile English ships could run rings round the slow, heavy lumbering Spanish galleons. The leadership of the English was down to Vice Admirals Drake and Hawkins who are both experienced and would use their initiative whereas the Duke of Medina Sidonia had little experience of sailing and was reluctant to change the plan that Philip II had given him which was to meet up with the Duke of Parma and transport his 27,000 troops across the channel on barges. Crucially, a lack of communication meant that Parma got tired of waiting for the Armada and sent his troops away thus delaying the Armada by several days.

**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 defeat of the Spanish Armada was due to the mistakes of the Spanish. They had large warships that were unsuited to the English Channel because they were slow and less manoeuvrable. They did not meet up at the



right time with the Spanish soldiers in the Netherlands and failed to prepare for a battle at sea. They had the wrong cannonballs for the cannons and were led by Medina Sidonia who was inexperienced in naval battles and overrode the advice of some of his more experienced ship's captains.

**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 Spanish Armada was defeated because it was poorly organised and did not have a good leader in the Duke of Medina-Sidonia who had no experience of the sea. They underestimated the English navy and organised themselves for an invasion but they had bad communications with the Spanish army in the Netherlands.

**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, the Armada was defeated because of the fire ships which broke up the Spanish fleet when it was anchored.

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

0 4

'Religion was the main reason for helping the poor in Elizabethan England'.

How far does a study of **Lord Burghley's almshouse** support this statement?

Explain your answer.

You should refer to **Lord Burghley's almshouse** and your contextual knowledge.

[16 marks]

### 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 almshouses in Elizabethan England. There was a fashion among the aristocracy to display their piety by doing good works such as building almshouses. As well as Lord Burghley, Robert Dudley founded almshouses near his ancestral home in Warwick and Kenilworth, and as Lord Burghley did in Stamford. Many seemed to have followed the example of William Lambarde who set an example and a fashion for founding an almshouse. But there were personal family reasons for creating an almshouse as Lord Burghley showed, setting up rules for the almshouse and by creating a legacy which was a lasting memorial to his family in the area.

### Level 3:

**Developed explanation of consequences**

**Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question**

9–12

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 Elizabethans were aware of an increase in the number of poor people which was publicised by books like Thomas Harmon's published in 1566. They feared public disorder from bands of poor people roaming around the countryside committing crimes, attacking people and threatening established authority. The increased number of poor people was due to the growth in the population but more worrying was the resulting increase in unemployment and the high price of food. High price of food caused famine in the later 1590s. They had passed laws which recognised that some people were poor through no fault of their own and accepted that they had a responsibility to look after the poor. It was in their interests to do this to prevent disorder and a reason for building almshouses. Lord Burghley as leader of the Privy Council, was in a good position to understand from the reports of JPs about the problems of the poor and the threat they posed.

For example, the main reason for building almshouses was religious but not so that the people living there could say prayers for the souls of the founders of the almshouse which was the earlier mediaeval Catholic view. Protestants like Lord Burghley believed it was a sign of their piety which suggested that God would save them on Judgement Day. After the Dissolution of the Monasteries Elizabethans believed that there was less charity and it was important for them to replace what the monasteries had provided for the poor. Moderate Protestants like Lord Burghley often used almshouses as a base for Puritan preachers and Lord Burghley at Stamford included the ruins of a previous mediaeval almshouse to try to show continuity with a previous institution he thought had been corrupted by popery.

<b>Level 2:</b>	<p><b>Simple explanation of consequences</b></p> <p><b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b></p> <p>Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.</p> <p>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.</p> <p>For example, Lord Burghley was a moderate Puritan who believed that he had to be a good Christian and help the poor. Unlike the Catholics who often left money for the poor in their wills, Lord Burghley thought that it was better to do it while he was alive. So, he built the almshouses in Stamford near to his stately home. He made several rules about who could stay in the almshouses and how they had to worship God, wear his uniform, and remember his charity.</p>	<b>5–8</b>
<b>Level 1:</b>	<p><b>Basic explanation of consequences</b></p> <p><b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b></p>	<b>1–4</b>

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, the Lord Burghley's almshouses were built for poor people who were religious when they were old or unable to work.

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

**0**