
GCSE
HISTORY
8145/2B/C

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

Mark scheme

June 2024

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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

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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.

0	1
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How convincing is **Interpretation A** about Queen Elizabeth and Parliament?

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 contextual knowledge/understanding

7–8

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 Queen Elizabeth thought that Parliament's main job was to vote her money and leave her to run the country. They only met for a total of 35 months during her 45-year reign. Generally, Elizabeth managed Parliament through her Privy councillors very well. When the MPs desire for freedom of speech issue came up against the Royal prerogative, Elizabeth often gave vague answers or used patronage to win over nobles and MPs to agree with her. Most MPs in Parliament thought their role was to serve the Queen.

Level 3:

Developed evaluation of interpretation based on contextual knowledge/understanding

5–6

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 Elizabeth only summoned Parliament 13 times during her 45 years reign. As the Interpretation says, Elizabeth needed Parliament to give her money so she called them often at times of crisis, such as in 1588 with the Spanish Armada. But Parliament wanted free-speech to discuss what they thought was important, such as the Roman Catholic threat, or monopolies.

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, the interpretation is convincing because Queen Elizabeth knew there were many Puritans in Parliament, like Peter Wentworth, who wanted her to be stricter with Catholics and execute Mary, Queen of Scots. She told them not to discuss it but they ignored her.

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, Parliament wanted Elizabeth to get married but she said she was married to England.

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

0 2

Explain what was important about the theatre in Elizabethan England.

[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 Elizabethan theatre) in the broader historical context (Elizabethan England). This is supported by factual knowledge and understanding.

For example, it was important because the Elizabethan theatre showcased the idea that Elizabethans were living in a 'Golden Age'. Playwrights were aware that the world was changing and they questioned medieval ideas. They gave voice to newly educated townspeople. The plays signalled the discoveries, both scientific and geographic, of the new age. The authorities were well aware of this new medium, and censored it when necessary but also used it as entertainment for the masses.

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, it was important that the theatre in Elizabethan times flourished despite opposition from groups like the Puritans, who would rather people went to church on Sunday than a play, or the city authorities in London who feared both crime, disorder, and disease. The Council of London banned plays within the city limits in 1574.

For example, in Elizabethan England the theatre flourished, and became very popular because the Queen approved of it and enjoyed the plays. They were

performed for her at court. The Queen, like the nobility, used their patronage to support her own troupe of players, 'Queen's Men'. It was important because visiting the theatre was a social event, where the 'Lords' rooms' were the most expensive seats.

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, supported by factual knowledge and understanding.

For example, at the start of Elizabeth's reign plays were put on in the courtyards of inns. By the end of the period plays were performed in purpose-built theatres. Rich people could sit in the gallery and the poor people gathered round the pit below the stage. There were many great playwrights like Shakespeare.

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, rich and poor people enjoyed visiting the theatre. The place was very popular.

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

0 3

Write an account of the ways in which Catholic plots threatened Queen Elizabeth.

[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 threat to Elizabeth was due to the danger of the involvement of a foreign power, such as Spain, to support a plot against Queen Elizabeth. England could fall under the control of a European Catholic power like Spain. This would be a blow for European Protestantism as after 1584 when William of Orange was assassinated, Elizabeth was the leading Protestant ruler in Europe. She had to support Dutch rebels with an army in 1585 to keep Spain occupied, this was open war with Spain.

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 Catholic plots threatened the peace of England with civil war. Elizabeth had to be vigilant and used a network of spies and informers led by Sir Francis Walsingham. Elizabeth dealt ruthlessly with any plotters, such as in the Northern Rebellion 1569, and with the Ridolfi Plot in 1571 when she had her cousin, the Duke of Norfolk, executed. Similarly, after the Babington Plot, 1586, Elizabeth executed Mary, Queen of Scots, who might be used to replace Elizabeth. Elizabeth passed laws that made it difficult for Catholics to organise a plot that would threaten her.

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) supported with factual knowledge and understanding.

For example, because if Queen Elizabeth was killed, then another ruler like Mary, Queen of Scots, could replace her and change England's religion from Protestant to Catholic.

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 plotters wanted to kill Queen Elizabeth.

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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'Improved navigation was the main consequence of Drake's voyage around the world, 1577–1580.'

How far does a study of **the Americas and Drake's circumnavigation, 1577–1580** support this statement?

Explain your answer.

You should refer to **the Americas and Drake's circumnavigation, 1577–1580** 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 concept 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.

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

For example, there were several consequences of Drake's voyage to the Americas. The wealth he contributed to Elizabeth's government was welcome and significant. The knowledge that he acquired from his voyage equipped others to return, but the shock of Drake's expedition meant that Philip II reinforced his colonies with troops and subsequent English expeditions did not find such easy pickings. In the longer term, this meant that the English concentrated on exploring and exploiting North rather than South America.

Level 3: Developed explanation of concept 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 consequence to a developed explanation of causes by extended reasoning supported by factual knowledge and understanding of the site.

For example, the obvious first consequence of Drake's voyage was wealth which was immense and not only paid for the costs of the expedition but enticed others to repeat the trip. But the main consequence was to create a myth in Spanish eyes of a sailor with supernatural powers, a heretic who perhaps owed his success to the devil. Backed up by reports of enthusiastic Protestant services held on the 'Golden Hind' and by the plundering of Spanish colonial churches. Indeed, in Spanish, El Draque, fed the myth that he was a fire breathing dragon. Drake's reputation was further enhanced by the raid on Cadiz in 1587 and his role in the defeat of the Spanish Armada the following year.

For example, the main consequence of the voyage was a great increase in knowledge of South America and its potential. On his return, one of the first things he showed the Queen was the map of his voyage, his logbooks of the whole voyage and samples of his 'cargo'. Drake stole rutters or navigational guidebooks, from Spanish ships that he intercepted. The Spanish were alarmed that Drake had this new knowledge. The Queen kept the success of Drake's voyage secret from the Spanish ambassador because, as early as October 1580, they were planning a return trip with six ships to exploit this knowledge.

Level 2: Simple explanation of concept 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 consequence by simple reasoning supported with factual knowledge and understanding of the site.

For example, there was a massive profit from the voyage, on this, the West Coast of South America, Drake seized the great Spanish treasure ship, the Nuestra Señora de la Concepción, it took six days to unload the treasure. When he reached England, he had nearly five tons of treasure, 650 bars of silver and over 100lbs worth of gold. Most went to Queen Elizabeth and the other backers of the voyage, Leicester, and Walsingham and the Hawkins

brothers. The Queen gave him £10 000 and £40 000 to share amongst his crew.

Level 1:	<p>Basic explanation of concept</p> <p>Answer demonstrates basic knowledge and understanding that is relevant to the question</p> <p>Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.</p> <p>Students recognise and provide a basic explanation of consequence</p> <p>For example, Drake brought back from the Americas large amounts of treasure which he had stolen from the Spanish. Drake had robbed a Spanish treasure ship of its gold, silver and jewels that was worth over £480 million in today's money.</p>	1–4
	<p>Students either submit no evidence or fail to address the question</p>	0