

GCSE

History A

91402C Elizabethan England, 1558–1603

Mark scheme

9140

June 2016

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 Assessment Writer.

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

1 (a) What do **Sources A** and **B** suggest about William Cecil? [4 marks]

Target: Comprehension and inference from historical sources (AO3: 4 marks)

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

Level 1: Answers that select details from the sources 1
Eg Source A says he will be a member of the Privy Council

Level 2: Answers that draw a simple inference from the sources 2-3
Eg he seems trusted by Queen Elizabeth. She thinks he is honest.

Level 3: Answers that develop a complex inference from the sources 4
Eg the sources show that Cecil was given great power, wealth and influence and had access to Queen Elizabeth.

1 (b) What different view of William Cecil is suggested by **Sources C** and **D**? Explain your answer using **Sources A, B, C** and **D**. [6 marks]

Target: Comprehension and inference from historical sources (AO2: 2 marks and AO3: 4 marks)

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

Level 1: Answers that select details from Sources C and/or D 1-2
Eg Source C says he was a clown.

Level 2: Answers based on a comparison of details in Source(s) C/D and Source(s) A/B 3-4
Eg the impression in Source A is that he is a good man but in Source D is not.

OR

Answers based on simple inference(s) from Source(s) C/D and Source(s) A/B

Eg the impression in Source D is that he is dishonest but in Source A he is to be trusted because he is honest.

Level 3: Answers based on complex inferences in Sources C/D and Source(s) A/B 5-6

Eg in Source B he has been given a position to make himself wealthy if he wished but he is honest and dependable. In Source D he seems frivolous and willing to gamble and according to Source C definitely not to be trusted.

- 1 (c) Why do you think **Sources A** and **B** give a different view to **Sources C** and **D**? Explain your answer using **Sources A, B, C** and **D** and **your knowledge**. [8 marks]
- Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AO1: 2 marks, AO2: 2 marks and AO3: 4 marks)**
- Students either submit no evidence or fail to address the question. 0
- Level 1: Answers that select details from sources OR Answers that say how the sources are different** 1-2
Eg they are different because Source A is from the Queen and Source C is to Philip II.
- The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.
- Level 2: Answers that show simple reasoning based on the differences in place, or author, or time, or audience.** 3-4
Eg they are different because Source A was done in 1558 by the Queen who knew Cecil and Source C was done 1571 by the Spanish ambassador was on the receiving end of Cecil's work.
- The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.
- Level 3: Answers that show developed reasoning based on the differences in ONE of the following – place, author, time, or audience.** 5-6
Answers will probably be based on how the authors acquired information or their intentions in writing.
Eg Source A is the Queen who knew of Cecil's background and his talents. Source B shows where the Queen's confidence has taken Cecil; it has given him this great power because he is honest he can be trusted with the estates of minors. The Spanish ambassador in Source C is probably explaining to his master why things are difficult after the excommunication of Elizabeth in 1570 and wants to blame Cecil for the ambassador's inability to influence Elizabeth.
- The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.
- Level 4: Answers that develop out of level 3 and provide some explanation of the links between reasons for the sources differences.** 7-8
Eg the picture in Source D is full of symbolism at a time of war with Spain. As they are playing a recognisably Spanish game.

Walsingham is about to discard a court card which might represent Mary or the high stakes they are playing for.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

- 1 (d) How useful is **Source E** for understanding how Queen Elizabeth kept the support of most of her people?
Explain your answer using **Source E** and **your knowledge**.

[8 marks]

Target: An evaluation of utility (AO1: 2 marks, AO2: 2 marks and AO3: 4 marks)

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

Level 1: Answers that assert a source or sources is/are useful or not because it/they tell(s) us something about Queen Elizabeth and the support of her people 1-2

Answers may select details from the sources to support the answer. Eg Source E is useful because it shows the Queen as pretty and held up above her people.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that explain that one source is useful or not because of its *provenance* in relation to how Queen Elizabeth kept the support of most of her people 3-4

Eg Queen Elizabeth was anxious about the power of images to affect the loyalty of her people.

OR

Answers that explain that Source E is useful or not through an understanding of its *content* in relation to how Queen Elizabeth kept the support of most of her people

Eg Source E is useful because it shows that the Queen is old and doesn't look like she does here but she wants to appear attractive and in control to her people.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that appreciate and explain the value of the source because of its *provenance* and an understanding of its *content* in relation to how Queen Elizabeth kept the support of most of her people 5-6

Eg Source E is useful because it shows that the Elizabethan

government is concerned with propaganda. They are removing portraits which show the queen as she is and maintain an image of her as she wants to be seen – radiant, supreme and powerful.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: **Answers that explain the usefulness of the source by commenting in detail on both its provenance and of its content in relation to how Queen Elizabeth kept the support of most of her people.** **7-8**

Eg this image shows the management of the myth of ‘good Queen Bess’ by the government at the end of her reign. The progress itself was a device used by Elizabeth to show herself to her people and to connect her with the powerful people in her realm.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

1 (e) How did Elizabethan government work?

[10 marks]

Target: **An understanding and evaluation of causation (AO1 & AO2: 5+5 marks)**

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

Level 1: **Answers that provide general statements, describe single features or factual details about the workings of Elizabethan government.** **1-2**

Eg the Queen executed anyone who upset her or broke the law. The beggars who would not work were whipped.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: **Answers that comment briefly on several features, to do with the workings of Elizabethan government** **3-5**

Eg the Queen used the Court and the Privy Council to govern England. The Privy Council ordered the JPs to carry out the government’s wishes.

OR

Answers that identify and explain one features, in depth to do with the workings of Elizabethan government

Eg the workhorse of the Elizabethan government was the Justice of the Peace. There were about 40 of them in every county. They were usually gentry landowners who knew the local country well. They were unpaid but it was a great honour. Elizabeth sent them more and more work as the reign went on.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that recognise and explain several features to do with the workings of Elizabethan government 6-8

Eg the most administrative work was done by the JPs. They were sent instructions by the Privy Council. The JPs had lesser officials such as Constables or night watchmen to help them. They had to administer the Poor Law. The Privy Council had about 20 members. Its main task was to give advice. The Privy Council was chosen from the powerful nobles, gentry and Church. The Court was the centre of political power. In the Court the Queen used the power of patronage to win loyalty.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors 9-10

Eg the key device of Elizabethan government was the Privy Council which met nearly every day. Elizabeth was determined to show them she was in control. Elizabeth was cautious and this frustrated her Councillors especially over foreign policy. However for the Council to work effectively the nobles needed to be loyal. They were and that is because Elizabeth chose them so wisely. In only two cases were Privy Councillors disloyal – the Duke of Norfolk in 1569 and the Earl of Essex in 1601.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

2 (a) Why was the Elizabethan Church settlement important? [4 marks]

Target: Understanding of the key features of the period (AO1 and AO2: 2+2 marks)

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

Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question 1-2
Answers will show simple recognition of the Elizabethan Church settlement
 Eg the Elizabethan Church settlement in 1559 contained the Acts of Uniformity and Supremacy.

Level 2: Explanation shows understanding in a broader context of the period 3-4
Answers will show knowledge of some distinctive features of the Elizabethan Church settlement
 Eg the Church settlement was Elizabeth's way of keeping the peace. She deliberately made the law so that as many Catholics and Protestants could feel at ease with it. She did not take the title of Head of the Church but Governor this gave the Catholics no objection that she was taking on a priestly role. The settlement was a 'via media' – a middle way and badly needed after the reigns of her half-brother, Edward, and half-sister, Mary.

2 (b) Study **Source F** in the Sources Booklet.

Using **Source F** and **your knowledge**, explain why the arrival of Mary, Queen of Scots, in England caused a problem for Queen Elizabeth.

[8 marks]

Target: Understanding of the key features of the period (AO1: 3 marks, AO2: 3 marks and AO3: 2 marks)

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

Level 1: Discusses the source only 1-2
OR
Describes aspects of Mary, Queen of Scots' arrival or time in Scotland or England
 Eg Mary had had three husbands and Elizabeth was unmarried.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Considers a singular cause (probably based upon the source offered) and/or mentions other aspects related to Mary, Queen 3-5

of Scots’ arrival.

Eg the Queen realised that Mary, Queen of Scots could trace her claim to the throne of England back to her great, great grandfather who was Elizabeth’s grandfather. Those people who wanted Elizabeth off the throne for religious reasons could replace Elizabeth with Mary.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Explains more than one cause related to Mary, Queen of Scots’ arrival. At this level responses will explain more than one or two aspects apart from those suggested in the source provided. 6-8

Eg the Queen was concerned that Mary’s arrival might upset the understanding she had with English Catholics. Elizabeth had established a moderate course in religious affairs since she came to the throne. By pursuing this, the majority of English people could set religion aside. Mary was Catholic and had a good claim to the English throne in her own right as Source F shows. Mary looked to be a suitable replacement for Elizabeth. However she arrived with considerable baggage from a civil war with her nobles and the suggestion that she had been implicated in the murder of her last husband. Elizabeth felt drawn to her as a relative, of which she had few, and as a fellow Queen but political considerations drove Elizabeth to keep Mary at arm’s length.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

2 (c) ‘The key event that changed Queen Elizabeth’s religious and foreign policy was her excommunication in 1570.’

How far do you agree with this interpretation of why Queen Elizabeth’s religious and foreign policy changed? Explain your answer.

**[12 marks]
[SPaG 4 marks]**

Target: Understanding, analysis and evaluation of an interpretation (AO1: 2 marks, AO2: 2 marks and AO3: 8 marks)

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

Level 1: Simple descriptive comment or comments about the interpretation. 1-2

Eg the plots and events of 1568–1570 meant Elizabeth had to be more severe with Catholics.

The answer demonstrates simple understanding of the rules of

spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Identifies or describes briefly different ways in which the issue has been interpreted 3-6

Eg there had always been calls for Elizabeth to take a harder line with Catholics even before the Papal Bull of Excommunication or the plots and events of 1568–1570. There were plots after 1570 like the Throckmorton and Babington Plots which also meant that Elizabeth's policy had to change. When war broke out in 1585 with Spain, Catholic priests had to leave the country within 40 days and after that they would be executed.

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

May explain the interpretation on the basis of an analysis in depth of eg one of the following:

Eg the Northern Rebellion/ 'Rising of the North'

Papal Bull and its implications

Mary Queen of Scots

Ridolfi Plot

Elizabeth's policy towards Catholics / legislation of 1571 and after seminary priests / Jesuits

later events, including international developments – war with Spain, clashes on the high seas between England and Spain

May explain how interpretation came about on basis of:

Eg contemporary representations – eg by Protestant MPs, Spanish ambassadors, inference from legislation

international context – eg St Bartholomew's Day massacre

difficulty in discerning Elizabeth's policy / role of ministers

Changing political context– eg Elizabeth's reluctance earlier in her reign to tackle matters of religion, etc.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that explain more than one interpretation in depth. Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and / or explain how the interpretation came about. 7-10

Will explain **more than one** interpretation as above as specified in L2

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4:	<p>Analyses how and why different interpretations have come about.</p> <p>An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context. Answers will emerge out of level 3.</p> <p>Eg the Bull of Excommunication and the Northern Rebellion can be seen to be important in changing the Queen’s policy towards English Catholics - the Bull especially as it meant that English Catholics would no longer be loyal to the Queen. From 1571 onwards a succession of anti-Catholic laws were passed, which directly stemmed from the Bull of Excommunication. This legislation shows that the whole tone of Elizabeth’s government’s policy towards Catholics can be seen to have changed as a consequence of the events of 1568–70. However, analysis of the practice of her policy shows that the events of 1568–70 were less important as a watershed – most Catholics were still tolerated and decisive action against the focus of Catholic ambition Mary, Queen of Scots, did not happen until 1585...</p> <p>The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.</p>	11-12
SPaG	<p>Threshold performance</p> <p>Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p>Intermediate performance</p> <p>Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p>High performance</p> <p>Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p>1</p> <p>2-3</p> <p>4</p>

3 (a) Why were Puritan ideas important?

[4 marks]

Target: Understanding of the key features of the period (AO1 & AO2: 2+2 marks)

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

Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question **1-2**

Answers will show simple recognition of the Puritans and Puritan ideas.

Eg the Puritans wanted plain churches and their preachers wore simple black gowns.

Level 2: Explanation shows understanding in a broader context of the period **3-4**

Answers will show knowledge of some distinctive aspects of Puritan ideas.

Eg the Puritans posed a threat not just to the settlement of the religion in England but also to the authority of the Queen as head of the church and the state. Some Puritans were extreme, others were moderate. There were many moderates in Elizabeth's Privy Council close to her. In Parliament there were more extreme Puritans like Wentworth.

3 (b) Study **Source G** in the Sources Booklet.

Using **Source G** and **your knowledge**, explain how Puritan actions were a threat to Queen Elizabeth's government.

[8 marks]

Target: Understanding of the key features of the period (AO1: 3 marks, AO2: 3 marks and AO3: 2 marks)

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

Level 1: Discusses the source only **1-2**
OR

Describes Puritan actions or ideas

Eg the Puritans believed in a pure church. They were a hotter type of Protestant.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Considers a singular aspect (probably based upon the source offered) and/or mentions other aspects related to the threat of **3-5**

Puritan actions

Eg Source G shows the Puritans **preaching** and this was very popular. Between 1575 and 1583 Edmund Grindal the Archbishop of Canterbury allowed the ‘prophesyings’ or prayer meetings which spread the Puritan views of the Bible. Elizabeth asked him to suppress them but he was a Puritan and liked them so he refused and Elizabeth suspended him from office.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Explains more than one aspect related to the threat of Puritan actions 6-8

At this level responses will explain more than one or two aspects apart from those suggested in the source.

Eg Elizabethan government saw both the **preaching** of the Puritans and their **writings** as a threat to the government’s authority. The clergy who did not conform and were influenced by Puritan ideas were a threat. The Privy Council managed Parliament and arrested MPs because they could table Bills that might change the law. Prophesyings were seen as a place where the discussion of rebellion could happen. Puritans had access to printing presses. Writings like the Marprelate tracts undermined her authority and that of the bishops.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

3 (c) ‘The most important way of dealing with the Puritan challenge was through the work of Archbishop Parker and Archbishop Whitgift.’

How far do you agree with this interpretation of how the Puritan challenge was dealt with by Queen Elizabeth? Explain your answer.

**[12 marks]
[SPaG 4 marks]**

Target: Understanding, analysis and evaluation of an interpretation (AO1: 2 marks, AO2: 2 marks and AO3: 8 marks)

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

Level 1: Simple descriptive comment or comments about the interpretation. 1-2

Eg the Queen would use violent punishment such as when she cut of the hand of Stubbs who wrote a pamphlet criticising her marriage talks with a Catholic prince from France.

The answer demonstrates simple understanding of the rules of

spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Identifies or describes briefly different ways in which the issue has been interpreted 3-6

Eg Elizabeth appointed Whitgift to be Archbishop of Canterbury in 1583. Against much opposition but always with Elizabeth's support he attacked clergy who did not conform. He enforced the Book of Common Prayer. In the Parliament of 1584 Elizabeth herself stated that she did not want any Puritan innovations and supported her Archbishop. She fought off attempts in 1586 to abolish the Book of Common Prayer. Puritans were arrested and printing presses destroyed. Writings like the Marprelate tracts undermined her authority and were banned and the authors punished.

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

May explain the interpretation on the basis of an analysis in depth of eg one of the following:

Eg use of Privy Council to manage Parliamentary business
 use of direct appeals and letters to Parliament, closure of Parliament
 Punishment, imprisonment, suspension, expulsion from church
 Arrest of Puritans, prevention of appearance in Parliament
 Destruction of printing presses
 Death of prominent Puritans in 1588,1590
 Greater seriousness of the Catholic threat.

May explain how interpretation came about on basis of:

Eg Catholic polemic
 Puritan writing from C17th
 Availability of records etc.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that explain more than one interpretation in depth. Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and / or explain how the interpretation came about 7-10

Will explain **more than one** interpretation as specified in L2 above.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4:	<p>An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence. Answers will emerge out of level 3.</p> <p>Eg the principal weapon within the established church was the law so in 1583 Whitgift produced the Three Articles. Failure to agree with them resulted in dismissal from office. Outside the church force was used such as with the breakaway churches of 1593 which saw Browne, Barrow and Greenwood executed for treason. Through a policy of conformity pursued by Whitgift and the use of force Puritanism was driven underground and its threat contained However it would reappear in the reign of Elizabeth's successor.</p> <p>The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.</p>	11-12
SPaG	<p>Threshold performance</p> <p>Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p>	1
	<p>Intermediate performance</p> <p>Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p>	2-3
	<p>High performance</p> <p>Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	4