GCSE MARKING SCHEME

SUMMER 2024

GCSE

HISTORY
UNIT 1: STUDY IN DEPTH - WALES AND THE WIDER PERSPECTIVE

1A. THE ELIZABETHAN AGE, 1558–1603
3100UA0-1

© WJEC CBAC Ltd

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

© WJEC CBAC Ltd.

UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

1A. THE ELIZABETHAN AGE, 1558–1603

SUMMER 2024 MARK SCHEME

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4			**4**	

Question: e.g. **What can be learnt from Sources A and B about the translation of the Bible into Welsh? [4]**

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO3 4 marks	
BAND 2	**Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.**	**3–4**
BAND 1	**Generalised answer with little analysis, paraphrasing or describing sources only.**	**1–2**

Use 0 for incorrect or irrelevant answers

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

- *Source A shows that Elizabeth's Parliament passed an Act in 1563 authorising the translation of the scriptures into Welsh;*
- *Source A tells us that this was done because most people in Wales did not understand the English language;*
- *Source A tells us that a copy of the Welsh Bible was to be placed in every church throughout Wales;*
- *Source B tells us the Welsh Bible was completed in 1588;*
- *Source B shows the cover of the Bible was very decorative/ornate;*
- *Source B tells us the Bible was translated by Bishop William Morgan;*
- *Source B tells us the Bible was printed in London;*
- *The sources emphasise the importance of Wales's acceptance of Elizabeth's Church to the government.*

© WJEC CBAC Ltd

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

© WJEC CBAC Ltd

UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

1A. THE ELIZABETHAN AGE, 1558-1603

Question 1

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4			**4**	

Question: What can be learnt from Sources A and B about the translation of the Bible into Welsh? [4]

Band descriptors and mark allocations

	AO3 4 marks	
BAND 2	**Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.**	**3–4**
BAND 1	**Generalised answer with little analysis, paraphrasing or describing sources only.**	**1–2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Source A shows that Elizabeth's Parliament passed an Act in 1563 authorising the translation of the scriptures into Welsh;*
- *Source A tells us that this was done because most people in Wales did not understand the English language;*
- *Source A tells us that a copy of the Welsh Bible was to be placed in every church throughout Wales;*
- *Source B tells us the Welsh Bible was completed in 1588;*
- *Source B shows the cover of the Bible was very decorative/ornate;*
- *Source B tells us the Bible was translated by Bishop William Morgan;*
- *Source B tells us the Bible was printed in London.*
- *the sources emphasise the importance of Wales's acceptance of Elizabeth's Church to the government;*

© WJEC CBAC Ltd

Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**2**		**4**	

Question: To what extent does this source accurately reflect the relationship between Elizabeth and her Parliament? [6]

Band descriptors and mark allocations

	AO1 2 marks			**AO3 4 marks**	
			BAND 3	**Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.**	**4**
BAND 2	**Demonstrates detailed understanding of the key feature in the question.**	**2**	**BAND 2**	**Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.**	**2–3**
BAND 1	**Demonstrates some understanding of the key feature in the question.**	**1**	**BAND 1**	**Very basic judgement reached about the source with little or no analysis or evaluation.**	**1**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source shows that, in 1566–67, the question of the Queen's succession was of great concern to the country;*
- *the source highlights the Queen and Parliament's different perception of the role of Parliament. To Elizabeth Parliament's role was to grant taxes and support her policies with Acts of Parliament and that matters of state, such as the succession were her prerogative. Parliament, on the other hand, believed that they had freedom of speech and the right to discuss all matters;*
- *the source shows how Parliament challenged Elizabeth by insisting on discussing her succession against her orders. The source also shows how Elizabeth reacted;*
- *the author clearly emphasises that Elizabeth was not willing to permit her parliament to discuss her succession. After ordering them to stop Parliament challenged her further by not granting in full the taxes she requested. As a result Elizabeth dissolved Parliament, emphasising her power to call and close sessions;*

© WJEC CBAC Ltd

- *the author was the Spanish Ambassador to England and he was relaying the development of events surrounding the issue of Elizabeth's succession to his master King Philip II. It is reasonable to assume that the Ambassador would be relaying the events as accurately as possible to enable Philip to monitor the situation and be in a position to react in the best way. The report clearly indicates the seriousness of Parliament's challenge;*
- *the source comes from 1567 and can only reflect on the relationship between Elizabeth and her Parliament up to that point. It is possible the author might have some bias or over emphasize the situation because of the worsening Anglo-Spanish relations;*
- *the accuracy of the report can easily be verified by reference to the parliamentary minutes/records of the time.*

© WJEC CBAC Ltd

Question 3

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**4**	**8**		

Question: Why was the increasing Puritan threat significant during this period? [12]

Band descriptors and mark allocations

	AO1 4 marks			**AO2 8 marks**	
BAND 4	**Demonstrates comprehensive knowledge and understanding of the key feature in the question.**	**4**	**BAND 4**	**Fully explains the issue with clear focus set within the appropriate historical context.**	**7–8**
BAND 3	**Demonstrates detailed knowledge and understanding of the key feature in the question.**	**3**	**BAND 3**	**Explains the issue set within the appropriate historical context.**	**5–6**
BAND 2	**Demonstrates some knowledge and understanding of the key feature in the question.**	**2**	**BAND 2**	**Begins to explain the issue with some reference to the appropriate historical context.**	**3–4**
BAND 1	**Demonstrates basic knowledge and understanding of the key feature in the question.**	**1**	**BAND 1**	**Mostly descriptive response with limited explanation of the issue.**	**1–2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the Puritans posed a threat throughout Elizabeth's reign. They wanted a simpler Church of England and consistently challenged the religious settlement.*
- *though they never rebelled against Elizabeth they were a significant threat throughout her reign.*
- *the threat was significant as it was manyfold. Pamphleteers, such as, Stubbs and Penry attacked catholic practices within the Church of England, such as, celebrating saints' days, displaying ornaments, etc. Pamphleteers even criticized Elizabeth's marital situation.*
- *Puritans had significant support in London and the South-east of England amongst influential men such as JPs and rich businessmen. They also had sympathisers in the Privy Council.*
- *the Puritans had strong representation in Parliament and MPs like Strickland, Wentworth and Cope consistently introduced bills to purify the Elizabethan church. Elizabeth was forced to monitor and manage their activities.*

© WJEC CBAC Ltd

- *the Puritan threat increased significantly in the second half of her reign. The opposition in Parliament was sterner and prophesying meetings were considered a threat to security and encouraged unrest. More extreme Puritans, such as the Presbyterians demanded the abolition of bishops and for each church to be run by a committee of elders. The Separatists (Brownists) were in favour of breaking with the Church of England. Both of these developments would have weakened the power of the Queen.*
- *a significant development was the appointment of Whitgift as Archbishop of Canterbury. His brief was to curb the growth in puritanism. This he did by issuing the Three Articles by which the clergy had to swear an oath accepting the bishops, the Common Prayer Book and the Thirty-nine Articles.*
- *in conclusion the Puritans did pose an increasing threat as the reign progressed. This was particularly so after the defeat of the Spanish Armada. However, it should be emphasised that they never rebelled against her.*

© WJEC CBAC Ltd

Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

Question: Explain the connections between any **THREE** of the following:

- Elizabethan mansion houses
- Fashion
- The Welsh gentry
- Pastimes and interests [12]

Band descriptors and mark allocations

	AO1 2 marks		**AO2 10 marks**		
			BAND 4	**Fully explains the relevant connections between the chosen features, set within the correct historical context.**	**8–10**
			BAND 3	**Explains the connections between the chosen features, set within the correct historical context.**	**5–7**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Begins to explain the connections between the chosen features.**	**3–4**
BAND 1	**Demonstrates some knowledge and understanding of the key features in the question.**	**1**	**BAND 1**	**A basic, unsupported explanation of connections between the chosen features.**	**1–2**

Use 0 for incorrect or irrelevant answers.

© WJEC CBAC Ltd

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

The above list are features of the lifestyle of the rich in Elizabethan times:

- *Elizabethan mansion houses are connected to fashion: Fashion was taken very seriously as it was a demonstration of personal power, status and social standing. Mansions, such as Hardwick Hall, Burghley House and St. Fagan's Castle were in the style of the period – symmetrical in design (shape of an 'E' or a 'H'). As well as improving living conditions being built of twisting pattern of bricks, having many windows and chimneys/fireplaces, expensive tapestries, wood panelling, ornate furniture and landscaped gardens emphasised the wealth and status of the owner. Similarly, it was important for Elizabethan gentlemen and ladies to wear the latest fashionable clothing made of fine materials, such as silk, linen and velvet. Jewellery in the form of bracelets, brooches, pearls, earrings and rings were worn by women to show off their wealth and status.*
- *Elizabethan mansion houses are connected to the Welsh Gentry: The Welsh Gentry sought to adopt the lifestyles of the nobility and modernised their homes to reflect the fashion of the time. The established Welsh gentry were keen to show their wealth by re-designing interiors and incorporating features such as tapestries and large glass windows. St. Fagans near to Cardiff and Plas Mawr, Conwy are examples of mansions that were built by the Welsh Gentry who had gathered new wealth during the Elizabethan Age.*
- *Elizabethan mansion houses are connected to pastimes and interests: The rich had more leisure time. The rich enjoyed numerous 'entertainments' on their estates. They had their own deer parks for hunting, enjoyed hawking, archery and theatre groups would visit their homes to put on plays. They would engage in some of the fashionable newer pastimes such as bowls and tennis. These pursuits emphasised their wealth and status.*
- *Fashion is connected to the Welsh Gentry: The Welsh Gentry copied the fashion of the nobility, aware that keeping up with fashion was crucial to show their social standing and power. Following fashion was also visible in the Welsh Gentry's support of arts and education. They upheld the Welsh bardic tradition as patrons of the Eisteddfod and by employing bards to create poetry and songs to entertain guests. Many prominent Welsh Gentry, such as Sir John Wynn of Gwydir and Sir Edward Stradling of St. Donats, studied their family tree and gained great pride in linking their ancestral lineage to the ancient princes of Wales.*
- *Fashion is connected to pastimes and interests: The rich engaged in exclusive fashionable pursuits that required wealth and were out of the lower classes' reach – hunting, hawking, archery.*
- *The Welsh Gentry is connected to pastimes and interests: The Welsh Gentry were expected to enjoy gentlemanly and fashionable pursuits similar to their English counterparts. Popular pursuits for the Welsh Gentry were hunting, hawking, archery.*

Answers should show awareness of the rigid social structure of Elizabethan times and that the above features were means to define it.

© WJEC CBAC Ltd

Question 5

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*	*SPaG*
19	**4**			**12**	**3**

Question: How far do you agree with this interpretation of Elizabeth's attitude towards the Catholics in her kingdom? [16+3]

Band descriptors and mark allocations

	AO1 4 marks			**AO4 12 marks**	
BAND 4	**Demonstrates very detailed knowledge and understanding of the key feature in the question.**	**4**	**BAND 4**	**Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.**	**10–12**
BAND 3	**Demonstrates detailed knowledge and understanding of the key feature in the question.**	**3**	**BAND 3**	**Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.**	**7–9**
BAND 2	**Demonstrates some knowledge and understanding of the key feature in the question.**	**2**	**BAND 2**	**Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.**	**4–6**
BAND 1	**Demonstrates basic knowledge and understanding of the key feature in the question.**	**1**	**BAND 1**	**Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.**	**1–3**

Use 0 for incorrect or irrelevant answers.

© WJEC CBAC Ltd

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the interpretation states that Elizabeth's attitude towards Catholics was positive and that she recognized as subjects who supported her. She therefore did not treat them harshly and expected them to support her Church of England. She did not see them as a threat;*
- *there is a case for this interpretation. Most Catholics did remain loyal and preferred Elizabeth to MQS who they saw as too foreign. The government successfully kept control of the plots, introduced heavy fines for recusancy and dealt harshly with Jesuit and seminary priests. Even the likelihood of a foreign invasion was not particularly great – France was preoccupied with civil wars and Spain with protecting her Empire;*
- *the author of this interpretation is writing with the benefit of hindsight. The interpretation will be well researched. However, they are writing in an academic book and would need to bear in mind the age and maturity of their target audience. It is a very recent publication;*
- *however, other interpretations of this issue differ. Other historians argue that the period 1568–88 posed a very serious threat to Elizabeth's security. With Mary Queen of Scots arrival in England in 1568 she became the focus of Catholic plots, with possible foreign support to overthrow Elizabeth. From the 1570s seminary priests arrived in England followed by Jesuit missionaries in the 1580s and encouraged English Catholics to rebel;*
- *the extract may have been taken out of context, as most historians would agree that the Catholic threat was serious. Candidates may well assert that this is a generalised interpretation bearing in mind the target audience. Historians differ on the extent of the seriousness. For example, whereas some historians argue that harsher penalties imposed on Catholics indicated the concern of the government other historians argue that it indicates the government was in control of the situation and threat.*

© WJEC CBAC Ltd

After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
High	3	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	2	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	1	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

© WJEC CBAC Ltd