



GCSE MARKING SCHEME

SUMMER 2025

HISTORY

COMPONENT 1: BRITISH STUDY IN DEPTH

1B. THE ELIZABETHAN AGE, 1558–1603

C100UB0-1

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.

COMPONENT 1: BRITISH STUDY IN DEPTH

1B. THE ELIZABETHAN AGE, 1558–1603

SUMMER 2025 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 (a)	AO4
4			4	

Question: e.g. **What can be learnt from Sources A and B about attitudes towards the theatre in Elizabethan times?** [4]

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO3(a) 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

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.

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:

- *both sources show varying attitudes towards the theatre in Elizabethan times;*
- *Source A shows how despite some viewing the theatre and the plays performed as being sermons of the devil, this view was not universal;*
- *it states that during this period, comedies and tragedies were being performed, which were of good quality;*
- *it asserts that the plays performed were not dishonouring God and were not in any way devilish in nature;*
- *Source B however, reflects a different view towards the Elizabethan theatre;*
- *it suggests that theatres maintained idleness in people, as well as demonstrating general foolery;*
- *it also asserts that they encouraged poor moral standards through prostitution and uncleanness;*
- *it suggests that these low moral standards were further reflected in the speeches given, as well as in actions such as laughing, jeering and kissing between performers;*
- *both sources therefore show that there were differing views towards the Elizabethan theatre that were based upon issues of entertainment and religion.*

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.

Question 1

<i>Mark allocation:</i>	AO1	AO2	AO3 (a)	AO4
4			4	

Question: **What can be learnt from Sources A and B about attitudes towards the theatre in Elizabethan times?** [4]

Band descriptors and mark allocations

	AO3(a) 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:

- *both sources show varying attitudes towards the theatre in Elizabethan times;*
- *Source A shows how despite some viewing the theatre and the plays performed as being sermons of the devil, this view was not universal;*
- *it states that during this period, comedies and tragedies were being performed, which were of good quality;*
- *it asserts that the plays performed were not dishonouring God and were not in any way devilish in nature;*
- *Source B however, reflects a different view towards the Elizabethan theatre;*
- *it suggests that theatres maintained idleness in people, as well as demonstrating general foolery;*
- *it also asserts that they encouraged poor moral standards through prostitution and uncleanness;*
- *it suggests that these low moral standards were further reflected in the speeches given, as well as in actions such as laughing, jeering and kissing between performers;*
- *both sources therefore show that there were differing views towards the Elizabethan theatre that were based upon issues of entertainment and religion.*

Question 2

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3 (a+b)</i>	<i>AO4</i>
8	2		6	

Question: **To what extent does this source accurately reflect the causes of poverty in Elizabethan times?** [8]

Band descriptors and mark allocations

	AO1(b) 2 marks			AO3 (a+b) 6 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.	5-6
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.	3-4
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.	1-2

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 source shows how that during this period, the enclosure of land had contributed to the rise of poverty;*
- *it states that there had been a decrease in the growing of crops during this period; it asserts that the process of enclosure had brought in idleness, the lessening of charity and had, overall, impoverished the realm;*
- *to an extent this source accurately reflects the causes of poverty in Elizabethan times; many landowners now kept sheep instead of growing crops, due to the increased demand for wool; this had resulted in labourers becoming unemployed and taking to the roads as vagabonds;*
- *it accurately reflects the effects of enclosures since labourers were now forced to search for work, which was in short supply; these factors had led to an increase in poverty;*
- *however, the source is rather narrow in focus due to the nature of the debate that was taking place in Parliament at this time;*
- *there were a wide range of factors that led to an increase in poverty; in many ways, these were interconnected – fewer crops led to crop inflation and fewer jobs led to lower wages;*
- *there were also other causes of poverty during this period, such as the closure of the monasteries during Henry's reign, an increasing population, a series of bad harvests and the growth of monopolies;*
- *as such, the source only partially reflects the causes of poverty in Elizabethan times.*

Question 3

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	4	8		

Question: **Why was the Elizabethan Religious Settlement significant in dealing with the problem of religion during this period?** [12]

Band descriptors and mark allocations

	AO1(a+b) 4 marks		AO2 8 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context.	7-8
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context.	5-6
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Begins to explain the significance of the identified issue, culminating in a weakly supported judgement.	3-4
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	A basic, unsupported explanation is provided regarding significance.	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 Elizabethan Religious Settlement, or ‘Middle Way’ was extremely significant in dealing with the problem of religion during this period;*
- *the country had been riven by religious division since the reign of Henry VIII and the official religion of the country had changed according to the monarch;*
- *there had been religious persecution during the reign of Mary and people were fearful about what would happen under the new monarch;*
- *Elizabeth’s solution was to choose a middle path, a compromise between Protestantism and Catholicism, establishing the Elizabethan Church via the Religious Settlement;*
- *this Religious Settlement was contained in two acts – the Act of Supremacy and the Act of Uniformity;*
- *the Act of Supremacy was significant in giving the Queen the title of Supreme Governor of the Church of England; church officers were expected to swear an oath of supremacy to Elizabeth and those who refused were removed from their posts; this was very significant as it ensured that Elizabeth established full control over the Church;*
- *the Act of Uniformity was significant in laying down the rules about Church services in England and Wales; attendance at Church was compulsory and fines were imposed for recusancy; the Book of Common Prayer was to be used in every Church; these measures were very significant as they ensured that uniformity of prayer and service were established across the Church in England and Wales;*
- *the Royal Injunctions and subsequent Visitations were also significant aspects of ensuring the Settlement was adhered to and its enforcement had the significant impact of establishing the Elizabethan Church during this period;*
- *the Elizabethan Religious Settlement was very significant in bringing religious stability to England and Wales during this period;*
- *it remained the basis of the Church of England and although recusants and Puritans occasionally challenged it, religious peace was generally brought to the country.*

Question 4

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
10	2	8		

Question: **Explain the connections between TWO of the following that are to do with the government of Elizabeth I.** [10]

Band descriptors and mark allocations

	AO1(a+b) 2 marks		AO2 8 marks		
			BAND 4	Fully explains the relevant connections between the chosen features, set within the correct historical context.	7-8
			BAND 3	Explains the connections between the chosen features, set within the correct historical context.	5-6
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.

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:

All the historical features mentioned in the question are inter-related; connections identified may include:

- *to a certain extent, the chosen issues relating to the government of Elizabeth I are all interconnected;*
- *during this period, Parliament was called infrequently and only when the monarch wished; during Elizabeth's reign it only sat thirteen times, but performed two important functions in terms of passing laws and raising money for the monarch;*
- *the role of Parliament is connected to freedom of speech as the Queen attempted to restrict the issues that Parliament could discuss; they were to say yes or no to bills, but not discuss the issues of the succession, marriage, religion or foreign policy; many MPs demanded freedom of speech and this caused friction with the Queen;*
- *freedom of speech is connected to Peter Wentworth as he was a Puritan MP who raised the issue on several occasions over nearly three decades; Wentworth wanted the right to discuss Elizabeth's religious policy, but increasingly found himself in conflict with the Queen, being imprisoned on more than one occasion, the last resulting in a four year stay in the Tower of London and his eventual death;*
- *all the above are connected to the issue of taxation; the raising of taxation was one of the primary functions of Parliament; this is connected to freedom of speech and Peter Wentworth as MPs including Wentworth threatened to withhold taxation unless they were granted the freedom of speech to discuss whatever they wanted;*
- *therefore, all these issues to do with the government of Elizabeth I are interconnected.*

Question 5

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
19	4			12	3

Question: **How far do you agree with this interpretation of the seriousness of the threat from the Rebellion of the Northern Earls?** [16+3]

Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	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 understanding of the key feature in the question.	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 understanding of the key feature in the question.	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 understanding of the key feature in the question.	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.

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 the Rebellion of the Northern Earls was the most serious threat to Elizabeth;*
- *it asserts that thousands joined in and had not royal forces held York and the Papal Bull of Excommunication arrived, then the rebellion could possibly have overthrown Elizabeth;*
- *the interpretation is accurate to a certain extent; the Rebellion of the Northern Earls had occurred due to Elizabeth's increasing interference in the North, but had been further fuelled by the arrival of Mary, Queen of Scots, in the north of England in 1568; as the Northern Earls were Catholic, this meant that they had a figurehead to rally around;*
- *the interpretation is also supported by the fact that the Earls of Northumberland and Westmoreland mustered a large force and took control of the fortress town of Durham;*
- *it is also supported by the fact that their representatives had been in contact with the Papacy and that the Papal Bull of Excommunication could have persuaded disaffected Catholics to join the rebellion, had it arrived;*
- *however, other interpretations of this issue differ; other historians and commentators would argue that the Rebellion of the Northern Earls did not pose the most serious threat to Elizabeth;*
- *candidates may assert that the Queen acted decisively in taking measures to deal with the uprising; a several thousand strong royal army, commanded by the Earl of Sussex, marched north, followed by substantial reinforcements led by Baron Clinton;*
- *candidates may comment upon the fact that his overwhelming show of royal power led to the collapse of the rebellion, the dispersal of the Earls' forces and their eventual flight to Scotland; as such, the rebellion did not prove a serious threat;*
- *candidates may comment upon the fact that the author of the article is writing from a very particular perspective; the interpretation is strongly influenced by the Catholic predilections of the author and also by the audience it is aimed at;*
- *whilst the author is an academic historian and appropriate research would have been undertaken, the interpretation is based upon a limited perspective, which is subjective in focus;*
- *it should nevertheless be viewed as part of a wider historical debate, which includes a range of interpretations regarding the seriousness of the threat posed by the Rebellion of the Northern Earls. Candidates may refer to other perceived threats — such as further rebellions or political and religious challenges, including Puritanism — to contextualise or challenge the interpretation offered and to engage with this broader debate.*

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

In applying these performance descriptors:

- 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
<i>High</i>	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
<i>Intermediate</i>	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
<i>Threshold</i>	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