

Mark Scheme

Summer 2019

Pearson Edexcel GCSE History (1HI0/B4)

Paper 2: British depth study

B4: Early Elizabethan England, 1558-88

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

B4: Early Elizabethan England, 1558-88

Question	
1 (a)	Describe **two** features of the theatre in early Elizabethan England. **Target**: Knowledge of key features and characteristics of the period. **AO1**: 4 marks.
Marking instructions	

Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.

e.g.

- *Going to the theatre became a popular pastime in Elizabethan England* ***(1),*** *it led to the building of many new theatres, e.g. The Theatre at Shoreditch* ***(1)****.*
- *Theatres included a standing area called the pit* ***(1),*** *poor people stood to watch the performance* ***(1)****.*
- *Only men were allowed to act in the theatre* ***(1),*** *boys played the roles of women* ***(1)****.*

Accept other appropriate features and supporting information.

Question		
1 (b)		Explain why Raleigh's first colony in Virginia failed. You may use the following in your answer: • the native Algonquians • damage to the ship, *The Tiger* You **must** also use information of your own. **Target**: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 6 marks. **AO1**: 6 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–3**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	**4–6**	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] *Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**7–9**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] *Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**10–12**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] *No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The colonists got into conflict with the native Algonquian population, from whom they were constantly demanding food and supplies, and relations faltered.
- The *Tiger,* one of the ships, had been damaged on the way over, which meant that a lot of the food supplies and the seeds brought for planting were destroyed.
- The colonists quickly ran out of food, because they had left England too late in the year to plant crops to replenish their supplies.
- The colonists came from a diverse range of backgrounds and did not work well together: the upper class were not willing to work and the middle and lower classes were not willing to take orders.
- The colonists were not experienced in building a settlement from the ground up and were not willing to put the work in to establish the settlement properly.
- Raleigh had sent lots of artisans to help set up the colony, but not enough farmers, which made it difficult to begin successful agriculture.

Question		
1 (c) (i)		'The attitude of the Papacy was the main reason why Catholic opposition to Elizabeth increased in the years 1559-88.' How far do you agree? Explain your answer. You may use the following in your answer: • excommunication • Mary, Queen of Scots You **must** also use information of your own. **Target**: Analysis and evaluation of second order concepts: causation and change [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 10 marks. **AO1**: 6 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–4**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	**5–8**	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**9–12**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**13–16**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points which support the statement may include:

- The Pope's excommunication of Elizabeth encouraged Catholics to flout the religious settlement and threatened Elizabeth's authority.
- The excommunication increased the risk of foreign invasion, in support of English Catholics.
- There was increased open opposition to the religious settlement after a papal decree was published in England, banning English Catholics from attending Church of England services.

Relevant points which counter the statement may include:

- The presence of Mary, Queen of Scots, in England after 1568 provided a Catholic alternative to Elizabeth and she became a focus of Catholic plotting.
- The Revolt of the Northern Earls raised the profile of, and increased, open Catholic opposition.
- Catholicism in England was strengthened after an English seminary at Douai in the Netherlands began training priests and sending them to England.
- Seminary priests provided a connection to the Counter-Reformation movement in Europe.
- Catholics were treated more harshly as the threat of invasion by Catholic powers grew, which further encouraged opposition to Elizabeth.

Question		
1 (c) (ii)		'Drake's most significant achievement, in the years 1558-88, was the raid on Cadiz.' How far do you agree? Explain your answer. You may use the following in your answer: • 'singeing the King of Spain's beard' • privateering You **must** also use information of your own. **Target**: Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 10 marks. **AO1**: 6 marks.
	Mark	**Descriptor**
	0	No rewardable material.
1	**1–4**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	**5–8**	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**9–12**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**13–16**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

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Relevant points which support the statement may include:

- During the raid on Cadiz, Drake destroyed or captured over 100 Spanish ships, many laden with provisions for the invasion of England, with very few English losses.
- Drake's destruction of staves intended to make barrels for storing food and water delayed the Spanish Armada.
- Drake raided forts and supply ships off the Spanish coast, capturing supplies intended for the Spanish fleet.
- By 'singeing the King of Spain's beard', Drake delayed the launch of the Spanish Armada by a year, enabling the English to be better prepared to meet the challenge.

Relevant points which counter the statement may include:

- Drake spent his early career privateering in the New World, raiding Spanish ships and colonies, which created profitable revenue for the English crown.
- Drake was the first Englishman to circumnavigate the globe, opening up new trading routes for English exploration.
- Drake claimed land in what is now California for the English crown, encouraging other people to settle there.
- Drake helped to lead the English fleet to victory against the Spanish Armada when it did attack England, marking the last significant Spanish challenge to Elizabeth's monarchy.

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