Mark Scheme (Stage 8 Sign Off)

November 2020

Pearson Edexcel GCSE
In History (1HI0)
Paper B4: British Depth Study

Option: 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 role of the Church of England in Early Elizabethan society. 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. • *The Church of England promoted loyalty to the Queen (1), by repeating prayers of obedience and thanks for her reign in their services (1).* • *Churches organised festivals for their parishioners (1), such as May Day and Easter celebrations (1).* • *The parish church played a central role in all aspects of people's lives (1), providing religious services such as baptisms, marriages and funerals (1).* Accept other appropriate features and supporting information.	

Question		
1 (b)		Explain why the Puritans challenged Elizabeth's religious settlement. You may use the following in your answer: • vestments • the Act of Uniformity 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 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 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 Puritans were unhappy about the special vestments that priests were expected to wear, believing them to be too close to Catholic vestments.
- The Act of Uniformity prevented Puritans from choosing their own form of worship, forcing them to challenge the settlement in areas where they disagreed with it.
- The Puritans challenged aspects of church decoration set out in the religious settlement, for example crucifixes and altars, because they believed churches should be plain and simple.
- The Puritans did not like the new prayer book, which was deliberately vague around controversial aspects such as transubstantiation, with which the Puritans disagreed.
- The Puritans did not support the existence of bishops within the Church hierarchy put in place by the religious settlement, leading them to challenge it.
- Many Puritans had left England during the reign of Mary I and, after living in mainland Europe where there was more tolerance for their beliefs, on their return, wanted a more radical settlement.

Question		
1 (c) (i)		'The main cause of tension between Elizabeth and Mary, Queen of Scots, was Mary's claim to the English throne.' How far do you agree? Explain your answer. You may use the following in your answer: • Elizabeth's legitimacy • plots You must also use information of your own. Target: Analysis and evaluation of second order concepts: causation [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:

- Mary was vocal in her claims to the English throne and did not recognise Elizabeth as the legitimate monarch.
- Many English Catholics saw Mary as the legitimate queen of England as they did not recognise Henry's marriage to Elizabeth's mother, Anne Boleyn.
- Elizabeth was unmarried and childless: Mary was next in line to the throne and had a son, and therefore posed a potential threat to Elizabeth.

Relevant points which counter the statement may include:

- Plots, such as the Ridolfi, Throckmorton and Babington plots, demonstrated that Mary would continue to be a focus for Catholic rebellion while she remained alive, leading to ongoing tension.
- Mary's Catholicism made her an attractive alternative monarch in the eyes of Spain; the Ridolfi and Babington plots were supported by Spain and some funds were supplied to Throckmorton.
- Mary's Catholicism and previous alliance with France increased the threat of a French invasion in support of her, which threatened the stability of Elizabeth's kingdom.
- The Northern Earls staged a rebellion (1569) centred around Mary, aiming to depose Elizabeth and crown Mary, raising tension between the two monarchs.
- Mary's physical presence in England meant that Elizabeth had to keep her imprisoned, as Mary could potentially have raised an army to depose Elizabeth.

Question		
1 (c) (ii)		'There was little change in education in Early Elizabethan England.' How far do you agree? Explain your answer. You may use the following in your answer: • education for girls • petty schools You must also use information of your own. Target: Analysis and evaluation of second order concepts: change and continuity [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

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Relevant points which support the statement may include:

- There was little change in the provision of schooling for girls.
- The rate of literacy among women remained roughly the same throughout the period.
- Since the majority of the population were labourers, they could not afford to send their children to school and therefore education did not change for most children.
- Attendance at school remained optional, which meant that parents kept their children at home if they were needed.

Relevant points which counter the statement may include:

- More schools, known as petty schools, were set up, increasing the availability of education for young children.
- Over 70 new grammar schools were founded in this time period, increasing the availability of grammar school places.
- Attendance at university increased.
- The influence of humanism meant that the curriculum expanded to include ancient philosophers.

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