Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE
In History (1HIA)
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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

B4: Early Elizabethan England, 1558-88

Question	
1 (a)	Describe **two** features of English involvement in the Netherlands, 1585-88. **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. • *Elizabeth I signed the Treaty of Nonsuch with the Dutch Protestant rebels **(1)**, agreeing to send troops to assist them **(1)**.* • *Robert Dudley led English troops to the Netherlands **(1)**, where he prevented the Spanish from capturing the deep-water port at Flushing **(1)**.* • *Robert Dudley accepted the title of Governor-General of the Low Countries **(1)**, this made Elizabeth very angry **(1)**.* Accept other appropriate features and supporting information.	

Question		
1 (b)		Explain why treatment of the poor changed in the period 1558-88. You **may** use the following in your answer: • government action • poor relief 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:

- Elizabeth's government began to recognise poverty as a problem that needed to be addressed not just at a local level, leading to a co-ordinated national effort to improve conditions for the 'deserving' poor.
- Treatment of the impotent poor improved because legislation was passed requiring local authorities to collect poor relief.
- The Act for Relief of the Poor was passed in 1576, which required Justices of the Peace to assist the able-bodied poor in finding work. This improved conditions for some poor people.
- Government attitudes towards vagabonds hardened leading to harsher treatment, for example, the Vagabonds Act (1572). Vagabonds were seen as a threat to the social order.
- Population rise and enclosure meant that there were more unemployed and poor people, increasing people's fear of them and their perceived criminality, and thus encouraging harsher treatment.
- Pamphlets circulated with exaggerated stories about the poor, which increased panic and led to harsher treatment of the poor.

Question		
1 (c)(i)		'The problem of Elizabeth's legitimacy was the main problem she faced when she became queen in 1558.' How far do you agree? Explain your answer. You **may** use the following in your answer: • Anne Boleyn • royal finances 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.
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:

- Elizabeth's parentage was a problem for Catholics in England, who did not recognise her father's marriage to Anne Boleyn as legal and therefore viewed Elizabeth as illegitimate.
- Mary, Queen of Scots, was a viable alternative candidate for the throne and had a direct claim, as Henry's great-niece.
- England was vulnerable to a potential Catholic invasion from Europe in support of Mary, Queen of Scots' claim to the throne.
- In an act of Parliament, Henry VIII had previously declared Elizabeth illegitimate and this act had never been repealed, which gave her opponents grounds to challenge her claim to the throne.

Relevant points which counter the statement may include:

- When Elizabeth became queen, the crown was in a huge amount of debt, which made it difficult for Elizabeth to raise an army or manage state affairs.
- There was religious unrest in England in 1558 and Elizabeth needed to work out a religious settlement that would satisfy Catholics and Protestants.
- England was at war with France and there were French troops stationed in Scotland when Elizabeth became queen.
- Elizabeth was a woman and unmarried: many people felt that she was not capable of ruling the country.

Question		
1 (c)(ii)		'The Revolt of the Northern Earls was the most significant challenge to Elizabeth's rule in the years 1569-1586.' How far do you agree? Explain your answer. You **may** use the following in your answer: • the Earl of Northumberland • Babington's execution (1586) 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.
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:

- The revolt involved Elizabeth's most powerful nobles, including Northumberland, Westmoreland and Norfolk, upon whom Elizabeth relied to maintain her power.
- The revolt had widespread popular support, attracting around 6,000 rebels, and Elizabeth initially struggled to raise a large enough force to suppress it.
- The revolt occurred shortly after the arrival of Mary, Queen of Scots, in England, which made Elizabeth's position more vulnerable.
- The scale of the executions after the revolt suggested that Elizabeth and her government took the threat seriously.

Relevant points which counter the statement may include:

- Anthony Babington's plot in 1586 occurred at a time when relations had broken down with Spain and therefore Spanish invasion was more likely. Therefore, the scale of the challenge was significant, necessitating Babington's execution.
- There were a number of other direct threats in this period with the aim of killing Elizabeth, such as the Throckmorton Plot.
- There were external challenges to Elizabeth's rule, some direct threats had support from Philip II of Spain or the French Duke of Guise, such as the Ridolfi Plot.
- The issuing of the papal bull in 1570 meant that subsequent plots were able to attract widespread Catholic support, at home and abroad.

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