

Mark Scheme (Final)

Summer 2025

Pearson Edexcel GCSE
in History (1HI0)
Paper B4: 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.

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 **one** feature of early Elizabethan society. **Target**: Knowledge of key features and characteristics of the period. **AO1**: 2 marks.
Marking instructions	
Award one mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. • *People at the time believed that everybody had their place in society* ***(1)****. This was called the Great Chain of Being* ***(1)****.* • *The wealthiest people in English society were the nobility* ***(1)****, who had titles such as Duke or Earl* ***(1)****.* • *The population was around two and a half million* ***(1)****, most of whom lived in the countryside* ***(1)****.* Accept other appropriate features and supporting information.	

Question	
1 (b)	Describe **one** feature of exploration in the years 1558-88. **Target**: knowledge of key features and characteristics of the period. **AO1**: 2 marks.
Marking instructions	
Award one mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. • *Elizabethans were motivated to explore outside of Europe* ***(1)****, and establish trading relationships with other countries* ***(1)****.* • *Exploring the world by sea became safer and easier* ***(1)****. New maps and better technology were developed* ***(1)****.* • *Drake was the first Englishman to circumnavigate the globe* ***(1)****. This encouraged others to explore* ***(1)****.* Accept other appropriate features and supporting information.	

Question		
2		Explain why relations between England and Spain became worse in the years 1569-88. You **may** use the following in your answer: • Catholic rebels in England • English trade in the Netherlands 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]
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 answers that do not address three or more aspects of content.*
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 address three or more aspects of content.*

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:

- Spanish support for Catholics rebelling against Elizabeth enabled several plots against Elizabeth, leading to deteriorating relations between the English and Spanish crowns.
- The Spanish posed an increasing threat to English trade in the Netherlands, which was an important trading base.
- Elizabeth was supportive of the Dutch rebels against Spanish rule in the Netherlands and sent them money and troops. This caused increasing tension with the Spanish.
- Drake's continued privateering raids on Spanish treasure ships in the Caribbean angered the Spanish, who suspected that Elizabeth was supportive of his endeavours.
- In 1584, the Spanish and French signed the Treaty of Joinville. This united England's two most significant enemies and increased the threat of an invasion from Europe.
- Robert Dudley accepted the title of Governor General of the Netherlands while leading English troops in the Netherlands, which angered Spain as it indicated English support for the Protestant rebels.

Question		
3		'Elizabeth's religious settlement was successful.' How far do you agree? Explain your answer. You **may** use the following in your answer: • Elizabeth's 'middle way' • Catholic rebels in England You **must** also use information of your own. **Target**: Analysis and evaluation of second order concepts: consequence [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]
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 answers that do not address three or more aspects of content.*
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 address three or more aspects of content.*

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 religious settlement solved a lot of the religious divisions that had been present in the country when she became queen, by presenting a 'middle way'. For example, the language in the prayer book was kept vague in relation to transubstantiation.
- The religious settlement was enacted by Parliament, ensuring that the settlement could be legally enforced. This gave the appearance of religious unity throughout the country.
- The religious settlement organised the Church of England in such a way that it was not changed again throughout her reign, giving people continuity.
- There were no widespread religious revolts following the settlement: although there were Catholic rebellions, these failed to gain much support from the rest of the population.

Relevant points which counter the statement may include:

- Catholic rebels in England challenged Elizabeth's settlement repeatedly by plotting to replace Elizabeth as queen with Mary, Queen of Scots, who was Catholic and had a legitimate claim to the English throne.
- The Catholic Spanish provided financial and moral support for Catholics in England, who were unhappy with the terms of the religious settlement and plotted against her throughout the period.
- In 1570, the Pope issued a papal bull referring to Elizabeth as a 'false queen', which demonstrated continued Catholic opposition to the religious settlement.
- Puritans were unhappy with some of the terms of the settlement and forced some changes, for example during the crucifix crisis.

Question		
4		'The main reason for the increase in poverty in the years 1558-88 was the increasing population of England.' How far do you agree? Explain your answer. You **may** use the following in your answer: • unemployment • bad harvests 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]
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 answers that do not address three or more aspects of content.*
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 address three or more aspects of content.*

Marking instructions

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Relevant points which support the statement may include:

- The increased population of the country meant that there was higher unemployment, as the number of jobs did not keep pace with the rising population.
- The population of England rose by around a million during Elizabeth's reign, which put pressure on food supplies across the country, leading to higher prices that outstripped wages.
- The higher population led many to move to towns in search of work, but there were insufficient jobs for all of them, leading to higher rates of urban poverty.

Relevant points which counter the statement may include:

- A number of bad harvests led to reduced income for farmers and fewer available jobs for farm labourers.
- Poor harvests led to less availability of food, which increased food prices, exacerbating poverty.
- The wool trade with Europe had been affected by conflict with Spain in the Netherlands, increasing unemployment.
- Inflation, combined with a lack of trust in the debased coinage, led to steep increases in prices that were not matched by rises in wages, leading to increased poverty.
- Following the dissolution of the monasteries in the 1530s, there was less help available for the poor, who could no longer claim alms or find work in religious houses.

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