



Oxford Cambridge and RSA

GCSE (9-1) HISTORY B (Schools History Project)

J411/12 The Elizabethans, 1580-1603

Practice Paper – Set 2

MARK SCHEME

Duration: 55 minutes

MAXIMUM MARK 40

This document consists of 13 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question)
8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response: Not applicable in F501
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

12. Subject Specific Marking Instructions

Section B: The Elizabethans, 1580–1603

Question 6a – 3 marks

In Interpretation A, historian Jessie Childs tries to portray the drama of the Catholic threat against Elizabeth. Identify and explain one way in which she does this.

Notes and guidance specific to the question set

Points marking (AO4): 1+1+1. 1 mark for identification of a relevant and appropriate way in which the illustrator portrays the drama + 1 mark for a basic explanation of this + 1 mark for development of this explanation.

*Reminder – This question does not seek evaluation of the given interpretation, just selection of relevant material and analysis of this in relation to the issue in the question. The explanation of how the *historian* portrays some of the drama of the Catholic threat against Elizabeth may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of the historical situation portrayed and / or to the method or approach used by the *historian*. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.*

The following answers are indicative. Other appropriate ways and appropriate and accurate explanation should also be credited:

The author uses language and choice of words to make the history of the Catholic threat sound exciting. (1)

For example:

- she says that the Catholics were part of an 'underground' movement and says the history is 'murky' and 'hidden' (1). This makes the work of Catholics and Elizabeth's spies sound secretive and mysterious (1).*
- she says the stories involve things like 'a swashbuckling escape', 'exorcisms' and 'torture chambers'. This makes the actions of the Catholics and the spies seem gripping and action-packed (1). She calls this a 'violent' and 'unstable' period (1).*

<p>Question 6b – 5 marks If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the nature and extent of the Catholic threat in Elizabethan England between 1580 and 1603.</p>	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks Please note that that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 3 (5 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2).</p>	<p><i>Answers may choose to put forward lines of investigation by framing specific enquiry questions but it is possible to achieve full marks without doing this.</i> <i>Suggested lines of enquiry / areas for research may be into matters of specific detail or into broader themes but must involve use of second order concepts rather than mere discovery of new information if AO2 marks are to be awarded.</i> <i>Examples of areas for further research include: comparison of the 'treason' of this Catholic family with other Catholic experiences across the country (diversity/similarity & difference); reasons for religious conflict (causation); impact of the spy network on Catholic practices and beliefs (consequence); how far Catholic beliefs has disappeared by 1603 (change & continuity); what was the nature of the threat was and the danger it posed to the country (significance); whether the threat varied at different times between 1580 and 1603 (change and continuity), how much support there was for Catholic plots (consequence).</i></p>
<p>Level 2 (3–4 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2).</p>	
<p>Level 1 (1–2 mark) The response shows knowledge of features and characteristics (AO1). It shows a basic understanding of second order historical concept(s) and attempts to link these to explanation of how further research on the chosen aspect would improve our understanding of the event or situation (AO2).</p>	
<p>0 marks No response or no response worthy of credit.</p>	

<p>Question 7–12 marks Interpretations B and C both focus on England's attempt to establish a colony on Roanoke Island in 1585. How far do they differ and what might explain any differences?</p>	
<p>Levels AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Maximum 12 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 4 (10–12 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4).</p>	<p><i>Answers could consider:</i></p> <ul style="list-style-type: none"> <i>Individual points of similarity/difference in content: both show that the colonists had contact with Native Americans; B shows the Native Americans and the colonists getting along but C says the locals tried to attack them; in B the colonists look satisfied but in C they are described as 'weary' and they just want to go home; C discusses reasons for the voyage whereas B does not.</i> <i>Differences in the overall message about or portrayal of the first colony: B is a very positive portrayal of Roanoke and suggests it was successful (vivid use of colour and friendly interactions between the Native Americans and colonists) whereas C is very dismissive and suggests failure (title of the book include the words 'brief' and 'tragic', it skirts over the events of the colony and emphasises the rescue from Sir Francis Drake). OR B portrays a harmonious colony (the colonists and Native Americans are eating and talking together) but C portrays the colonists as greedy, only out for treasure and says they were in constant danger of attack from the Native Americans.</i> <i>Developed reasons for differences – purpose / audience, eg B is very nostalgic and was painted to commemorate the first colony in the state and be displayed in a university building as a proud moment in history. It is unlikely to show anything too negative about colony and only focusses on the first stages of the colony. C is an academic piece of work which is more cynical and appears from the title to be more focussed on explaining why the colony failed.</i> <p><i>Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.</i></p>
<p>Level 3 (7–9 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).</p>	
<p>Level 2 (4–6 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).</p>	
<p>Level 1 (1–3 marks) Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).</p>	
<p>0 marks No response or no response worthy of credit.</p>	

	<p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
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Question 8*–20 marks	
<p><i>According to the website www.elizabethanenglandlife.com, ‘daily life in England was very difficult for Elizabeth’s subjects.’ How far do you agree with this view of Elizabethan society between 1580 and 1603?</i></p>	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the nature and dynamics of Elizabethan society. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description.</i></p>
<p>Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of experience across society); change and continuity (how people’s lives changed across the period); and causation and consequence (what created these experiences) but reward appropriate understanding of any other second order concept.</i></p>
<p>Level 3 (9–12 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for agreeing include: The labouring poor made up around half the population and had very hard lives – they worked all the daylight hours for yeomen and husbandmen and struggled to pay rent, buy food when they could not find a day’s work; labourers’ houses were small, dark and poorly built with no chimneys; their food was not varied and when there were bad harvests some would starve to death; lives were difficult for yeomen’s wives who would often do much of the hard work around the house themselves; women from the families of gentry had little freedom and did not choose whom they married; children’s lives were often very short because of poor standards of hygiene and lack of medical treatment; children from labouring families worked from a young age; the price of bread went up</i></p>
<p>Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).</p>	

<p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p>Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>during this period and labourers' wages did not keep up; between 1597 and 1599 large areas suffered from famine; poverty grew in this period and in some areas the 'settled poor' made up 30% of the population; vagabonds/vagrants were punished under the Poor Law; gentlemen whose lives were comfortable only made up about 2% of the population.</i></p>
<p>0 marks No response or no response worthy of credit.</p>	<p><i>Grounds for disagreeing include: The gentry's daily lives cannot be described as 'very hard'– they lived luxurious lifestyles, had grand houses and had a plentiful supply of food and a varied diet; yeomen farmers often lived comfortable lives and some could afford to employ labourers and servants; yeomen farmers' houses could be quite large with windows and chimneys which made them more comfortable; yeomen's lives may not have been extravagant but cannot be described as 'very difficult' in comparison to the labouring poor; the labouring poor's diet improved when times were good to include cheese, fish or bacon; women from the 'middling' sort and labouring families were free to marry whomever they wished; the wages of yeomen farmers increased during this period; the new Poor Law of 1601 saw some improvements for the poor, eg provision of almshouses for the able-bodied poor.</i></p>

Question 9*–20 marks On their 'Bitesize' history website, the BBC claims that 'Merry England' is a 'mythical society which never existed.' How far do you agree with this view of popular culture in England between 1580 and 1603?	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks	Notes and guidance specific to the question set
<p>Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the issue of 'Merry England?'. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Levels 4 and 5, this must involve considering the use of the phrase 'never' in the interpretation.</i></p> <p><i>Answers are most likely to show understanding of change and continuity (how popular culture changed in the period; cause and consequence (what led to changes in popular culture); and similarity and difference (diversity of cultural experience across the country or between different sections of society) but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: Few ordinary people had access to elite literature and music; by 1603 many popular festivities and parish feasts had disappeared from towns and villages because Puritan ministers had gained control of parishes; there was widespread concern about witchcraft and magic, so popular culture included persecution of (mainly) women accused of being witches, which cannot be considered 'merry'.</i></p> <p><i>Grounds for disagreeing include: There were developments in music and literature, eg madrigals, ayres, the plays of Shakespeare; despite the attack on popular culture seasonal festivities continued in some parts of England as well as parish ales/feasts which were celebrated with drinking, dancing, plays and sport; there were new theatres built in London like The Rose and The Globe, and large numbers of people flocked to see the new plays; the new theatres remained despite opposition from groups like the Puritans; people enjoyed a range of sports like boxing and football; the alehouse was the centre of village life.</i></p>
<p>Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	
<p>Level 3 (9–12 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p>Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).</p>	

<i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	