



Mark Scheme (Results)

November 2021

Pearson Edexcel GCSE

In History (1HIA & 1HIB)

Paper B4: British Depth Study (1HIA & 1HIB
B4)

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 the Babington Plot (1586). 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. <ul style="list-style-type: none">• <i>The Babington Plot was a plan to assassinate Elizabeth I (1), replacing her on the throne with her cousin, Mary, Queen of Scots (1).</i>• <i>Foreign powers, such as the Pope and Phillip II of Spain, supported the plot (1), hoping to restore the Catholic faith in England (1).</i>• <i>Mary was implicated in the plot through letters she had written (1), leading to her execution for treason in 1587 (1).</i> Accept other appropriate features and supporting information.	

Question		
1 (b)		<p>Explain why Elizabeth faced challenges to her rule in 1558.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • religion • relations with France <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable 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] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7-9	<ul style="list-style-type: none"> • 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] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10-12	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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:

- There was unrest in the population due to religious uncertainty, particularly following the increased persecution of the Protestants under Mary I.
- Some English Catholics questioned Elizabeth's legitimacy.
- Any move away from Mary's church reforms might have encouraged an attack in support of the Catholics, because Elizabeth was a Protestant queen surrounded by Catholic countries in Europe.
- England's war with France was going badly and Calais had recently been lost.
- There was a threat posed by the marriage of Mary Queen of Scots, Elizabeth's closest relative and heir to the throne, to the Dauphin of France in 1558. Her marriage to the heir to the French throne strengthened existing ties between the two countries, increasing the level of threat to Elizabeth.
- Elizabeth inherited a weak financial situation, including a large debt, and needed to ask Parliament to vote taxes.

Question		
1 (c) (i)		<p>The main cause of the war between England and Spain was religious rivalry. How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Elizabeth's religious settlement • Robert Dudley <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable 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] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9-12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13-16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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 made it clear that she was a Protestant monarch and the Spanish considered her to be a heretic, causing religious rivalry between the two countries.
- The Pope excommunicated Elizabeth in 1570, legitimising Spanish action against her.
- Increasing penalties for Catholics in Protestant England led to a growing call for Spain to invade England and restore the Catholic faith.
- Due to their Protestant faith, Elizabeth had sent money to support the Dutch rebels against Spain and had encouraged the French to intervene on their behalf.

Relevant points which counter the statement may include:

- The Spanish felt that their supremacy in the Netherlands was threatened when Dudley, Earl of Leicester, had accepted the title of Governor General of the Netherlands on behalf of Elizabeth.
- Political rivalry with Spain peaked when Elizabeth signed the Treaty of Nonsuch with the Dutch rebels who were seeking independence from Spanish rule.
- Commercial rivalry increased because English privateers attacked Spanish ships in the New World, stealing vast amounts of treasure, leading to conflict.
- War became more likely when Elizabeth failed to intervene to prevent merchants such as John Hawkins illegally trading with Spain's New World colonies, threatening Spain's power in the region.

Question		
1 (c) (ii)		<p>'The leisure activities of the rich and the leisure activities of the poor in early Elizabethan England were very similar.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the theatre • football <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: similarity and difference [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p>AO2: 10 marks.</p> <p>AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable 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] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9-12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13-16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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Relevant points which support the statement may include:

- Both rich and poor attended plays at the theatre, which offered tickets at a range of prices.
- Gambling was a popular pastime at all levels of society, including 'tavern games' such as dice and cards, and spectator events such as bear-baiting and cock-fighting.
- People of all classes enjoyed making and listening to music, particularly singing and dancing.
- People of all classes enjoyed attending tournaments, where they watched jousts and mêlées.

Relevant points which counter the statement may include:

- The rich enjoyed sports such as tennis or bowls, which required specialist equipment, while the poor enjoyed sports such as football and running.
- The upper class enjoyed hunting for pleasure with horses, dogs and hawks. The lower classes could not afford to hunt this way and so hunted smaller animals using traps, to supplement their meals.
- Wealthy people were usually better educated and therefore enjoyed pastimes such as chess, literature and poetry.
- The upper class often employed household musicians and enjoyed listening to, and playing, instruments like the harpsichord and the lute. The lower classes were more likely to listen to the fiddle and people singing ballads.

