



Pearson
Edexcel

GCSE (9–1) History

Exemplars
Summer 2019

Paper 2 Booklet B

Early Elizabethan
England, 1558–88
Anglo-Saxon and
Norman England,
c1060–88







Contents

Introduction	Page 5
Question 1(a)	Page 7
Question 1(b)	Page 10
Question 1(c)(i)	Page 18
Question 1(c)(ii)	Page 27





Introduction

This exemplar booklet has been created using student responses from the summer 2019 examination in GCSE History Paper 2. This booklet covers:

- British depth study B4 Early Elizabethan England, 1558–88
- British depth study B1 Anglo-Saxon and Norman England, c1060–88.

The answers and examiner commentaries in this guide can be used to show the application of the mark schemes in the GCSE History assessment.

Paper 2 is divided into two booklets:

- Booklet P – Period study – Q1–3
- Booklet B – British depth study – Q1(a)–(c).

The examination paper:

- is 1 hour and 45 minutes in duration.
- is marked out of 64 marks with 32 marks available per option.
- is worth 40% of the qualification.
- covers AO1 and AO2.

The structure of the question paper is as follows:

	Total marks	AO	Question description	Example question stem
Booklet P: Period study				
1	8	AO1 AO2	Explanation of consequences	Explain two consequences of...
2	8	AO1 AO2	Writing an analytical narrative	Write a narrative account analysing... You may use the following in your answer. <i>+ two stimulus points</i>
3	16	AO1 AO2	Explanation of importance	Explain two of the following: The importance of...
Booklet B: British depth study				
1(a)	4	AO1	Description of key features	Describe two features of...
1(b)	12	AO1 AO2	Explanation of causation	Explain why... You may use the following in your answer. <i>+ two stimulus points</i>
1(c)	16	AO1 AO2	Judgement relating to one of the following: causation, consequence, change, continuity, significance, similarity and difference	['Statement.'] How far do you agree? Explain your answer. You may use the following in your answer. <i>+ two stimulus points</i>



The Period study and British depth study are worth 32 marks each, so students may wish to allocate 50 minutes for each area of study and five minutes to check their responses.

The question papers provide answer spaces to give guidance as to the maximum length of response that might be expected (although candidates may use more space).

In Booklet B, structured space is provided for Q1(a), and stimulus points are provided for Q1(b) and Q1(c) to help candidates to link the question asked with the material they have studied. However, students do not have to use the stimulus material provided.

The question papers, mark schemes and examiner reports for Booklet B for this series can be found on the Edexcel website [here](#).

Assessment Objectives

NB: AO3 and AO4 do not appear on Paper 2.

AO1 35%	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2 35%	Explain and analyse historical events and periods studied using second-order historical concepts*.
AO3 15%	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
AO4 15%	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

The average marks on each question across the five options was:

	Total	B1	B2	B3	B4
Q1(a)	4	3.14	2.34	1.63	2.24
Q1(b)	12	5.88	6.17	5.77	4.47
Q1(c)(i)	16	8.82	9.64	7.65	7.92
Q1(c)(ii)	16	6.44	8.76	7.24	8.08
Total	32	16.65	17.71	14.85	14.71



Question 1 (a)

Question 1(a) targets AO1 only and is a points-based question.

Candidates should identify a characteristic of the topic and, having identified a feature, they should add a further detail which will explain the feature or provide context.

To gain the full 4 marks, it is important that candidates understand that the details for each feature identified need to be connected to the feature. Responses which only provide four disparate facts will be limited to a maximum of two marks.

The examples below are taken from B4 Early Elizabethan England and candidates were asked to describe two features of the theatre in this period.

Question:

1 (a) Describe **two** features of the theatre in early Elizabethan England.

(4)

Mark scheme for Question 1(a):

Question	
1 (a)	<p>Describe two features of the theatre in early Elizabethan England.</p> <p>Target: Knowledge of key features and characteristics of the period. AO1: 4 marks.</p>
Marking instructions	
<p>Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.</p> <p>e.g.</p> <ul style="list-style-type: none">• <i>Going to the theatre became a popular pastime in Elizabethan England (1), it led to the building of many new theatres, e.g. The Theatre at Shoreditch (1).</i>• <i>Theatres included a standing area called the pit (1), poor people stood to watch the performance (1).</i>• <i>Only men were allowed to act in the theatre (1), boys played the roles of women (1).</i> <p>Accept other appropriate features and supporting information.</p>	



Response A

Early Elizabethan England, 1558–88

Answer Question 1(a), Question 1(b) and EITHER Question 1(c)(i) OR Question 1(c)(ii).

1 (a) Describe **two** features of the theatre in early Elizabethan England.

(4)

Feature 1

One key feature of the theatre was the 'groundlings'.
These were lower-classed citizens, who didn't mind getting
wet when it rained.

Feature 2

Theatre was an ever-growing passion in Elizabethan England.
With performances such as tragedies, which encouraged
all social-status people to join. The Queen sat ~~at the~~ in the
middle with a perfect view of the stage.

Examiner Commentary:

This response was awarded 4 marks.

The candidate has identified two key pieces of information relevant to the question and has provided supporting information, therefore this response scored 4 marks.



Response B

Early Elizabethan England, 1558–88

Answer Question 1(a), Question 1(b) and EITHER Question 1(c)(i) OR Question 1(c)(ii).

- 1 (a) Describe **two** features of the theatre in early Elizabethan England.

(4)

Feature 1

One feature of theatre's in early Elizabethan England was that people who performed in the theatres were all men even when playing a female character men would be still used.

Feature 2

Another feature of theatre's in early Elizabethan England was that they were only used by wealthy families with watching a play being expensive for ordinary people.

Examiner commentary:

This response was awarded 2 marks.

The candidate has identified a key piece of information relevant to the question and has provided supporting information (Feature 1).

However, Feature 2 is inaccurate so no marks were awarded for this feature, therefore this response scored 2 marks



Question 1 (b)

Question 1b is an ‘**explain why**’ question, and is scored out of 12 marks.

The question targets the second-order concept of **causation**.

The stimulus points are provided to act as prompts to remind candidates what they have studied. Use of the stimulus points is not compulsory, but where they are used, it should be noted that the mark scheme requires an additional aspect of content to be covered to reach the top of Levels 2 and 3 and for entry into Level 4.

Levels are awarded for both AO2 (analysis of second-order concepts; causation) and AO1 (knowledge and understanding). Question 1b is marked using ‘best fit’ against a levels of response mark scheme.

The examples here are from B4 Early Elizabethan England.

Question:

(b) Explain why Raleigh’s first colony in Virginia failed.

(12)

You may use the following in your answer:

- the native Algonquians
- damage to the ship, *The Tiger*

You **must** also use information of your own.



Mark Scheme for Question 1(b):

Question		
1 (b)		<p>Explain why Raleigh's first colony in Virginia failed.</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 native Algonquians • damage to the ship, <i>The Tiger</i> <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 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] <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 which do not go beyond aspects prompted by the stimulus points.</i></p>



Response A:

(b) Explain why Raleigh's first colony in Virginia failed.

(12)

You may use the following in your answer:

- the native Algonquians
- damage to the ship, *The Tiger*

You **must** also use information of your own.

One reason why Raleigh's first colony in Virginia failed was because of damage to one of their ships *The Tiger*. This caused seawater to enter the ship, rotting food and provisions, meaning that there was a lack of food.

This was made worse by the fact that they had left too late in the year to plant crops, therefore causing the settlers to become dependent on the natives, as they constantly needed food.

This caused the native Algonquians to dislike the colonists, and the situation was made worse by the natives believing that the English were cursed as they had brought new diseases such as smallpox and measles to the natives. This meant that the natives led some



attacks against the colonists, and ultimately helped lead to the failure of the colony.

Moreover, another reason the colony in Roanoke of 1585 failed was because of poor leadership. Raleigh himself didn't go on the voyage, but he put people in charge who constantly argued and couldn't make decisions. This led to ~~no~~ structure in the colony, and these leaders also chose unsuitable people to start the colony. There were too many merchants and soldiers, who didn't know how to farm and there was also not enough stonemasons to build a fort. This left the colony vulnerable to attacks. Therefore, a main reason why the colony failed was the unsuitable mix of people.

Furthermore, another reason the colony failed was because England was at war with Spain. Elizabeth I didn't want to



send ships to resupply the colonists because she was preparing to fight the Spanish Armada (1588). This meant that the colonists had very little support from England, meaning they eventually abandoned the colony.

To conclude, there were a variety of reasons why the attempt to colonise Virginia in 1585 failed, however this did lay the foundations for the eventual creation of Jamestown in 1607 and England's 13 colonies by the end of the 17th century.

Examiner Commentary:

This response was awarded Level 4 – 12 marks.

This response has well-explained analysis that is linked to the question. It is consistently focused and is coherently organised with a line of reasoning evidenced. This put the response as Level 4 for AO2.

The knowledge is wide-ranging and detailed. There are some small inaccuracies, but this doesn't detract from the knowledge. This response was also placed in Level 4 for AO1.

Three aspects of content have been covered.

Although the answer includes a conclusion, there is no requirement for an evaluation of the causes, and the conclusion here neither adds value to, nor detracts, from the overall mark.

Therefore, the overall mark was Level 4, 12 marks.

Response B:

You may use the following in your answer:

- the native Algonquians - Indians bored of giving supplies. Attacked them
 - damage to the ship, The Tiger - Storm, ship had prepared
 - Lack of food - Food used wisely, starvation. No stone masonry
- You **must** also use information of your own. Leader not Raleigh

Raleigh's first colony in Virginia failed because of the native Algonquians. The native Algonquians were an Indian tribe that the settlers were dependent on for their survival. The settlers were dependent on the Algonquians because they ran out of food and were going to starve but they begged for food from the Algonquians. Eventually the Algonquians got bored of giving the settlers food and they refused to give them anymore. This led to the Algonquians and the settlers having wars. This was a factor to the failure of the first colony in Virginia.

Another reason to the failure of Raleigh's first colony in Virginia was damage done to the ship, The Tiger. This ship became damaged during the journey to Virginia in a storm. This led to the first colony in Virginia failing because it was



impossible for them to return to England to get supplies.

Another reason for why this colony was a failure is because it was poorly planned. It was poorly planned because Raleigh was not even the leader on the ship as ~~he was~~ Elizabeth wouldn't allow him to go. It was also poorly planned because they didn't take enough food with them which led to starvation. It was also poorly planned because they brought no stonemasons. This meant that no one knew how to build a fort which could protect them from threats. It was also poorly planned because they left too late which meant they couldn't grow food when they arrived. This meant that the first colony was a failure because they failed to plan it correctly.



Examiner commentary:

This response was awarded Level 3 – 7 marks.

This response has some analysis which is directed at the question. There is generally a sustained line of reasoning, although with limitations to the coherence and organisation of some passages. Overall, the analysis is implicit, so this is in the lower end of Level 3 for AO2.

There is relevant knowledge given, some of which is good, but the knowledge is not always secure, for example, 'they had masons but no stone' and 'they had food, but it spoiled'. Again, this was placed at the lower end of Level 3 for AO1.

Although three aspects of content have been covered, the quality of the AO1 and AO2 response means that a 'best-fit' overall mark is awarded of Level 3 – 7 marks.



Question 1 (c) (i) and 1 (c) (ii)

Question 1c is scored out of 16 marks. For Q1c, students have a choice between (i) and (ii), and the questions may target any second-order concept.

The stimulus points should be useful reminders of relevant aspects of the issue. It should be noted that the stimulus points will usually relate to aspects of content rather than directly indicating a factor that should be included; their use is not compulsory. To achieve the highest mark in Level 2 and Level 3, and to achieve any mark in Level 4, there is a requirement for the response to address aspects of content beyond the stimulus points.

This question tests AO1 (knowledge and understanding) and AO2 (analysis of second-order concepts) and is marked using 'best fit' against a levels of response mark scheme.

The strands are the same as Q1(b), the 12-mark question, but with an additional AO2 requirement for judgement.

This is the same approach as that used for the 16-mark question in Paper 1. However, Paper 2 Booklet B is a depth study whereas the Paper 1 Thematic Study is a study in breadth, and so nature of the information provided would be expected to reflect this.

The (c)(i) examples shown are taken from B1 Anglo-Saxon and Norman England and the (c)(ii) examples are from B4 Early Elizabethan England.

Question 1 (c) (i):

- (c) (i) 'The late arrival of the Danes was the main reason for the failure of the Revolt of the Earls (1075).'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Danish fleet
- Waltheof, Earl of Northumbria

You **must** also use information of your own.



Mark Scheme for Question 1(c)(i):

Question		
1 (c) (i)		<p>'The late arrival of the Danes was the main reason for the failure of the Revolt of the Earls (1075).' 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"> • Danish fleet • Waltheof, Earl of Northumbria <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 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] <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>



Response A:

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1(c)(i) Question 1(c)(ii)

I ~~partly~~ disagree that the main reason for the revolt of the ~~the~~ Earls ~~was~~ ~~in~~ 1075 was due to the late arrival of the Danes.

The revolt of the Earls ~~was~~ failed partially because of the late arrival of the Danes, because the rebellion did not have enough support. The Danes often were going to be the main strength of the rebellions in Norman England, because they promised a fleet of ships to aid them. However they often ~~was~~ appeared late or did not appear at all. This left ~~to~~ the revolt of the Earls with limited strength due to the ^{smaller} ~~smaller~~ ~~amount~~ amount of soldiers they ~~received~~ had than they were expecting. This deeply affected the effectiveness of the revolt and would lead to ~~the~~ its defeat by the royal army. The lack of Danish support would have also greatly demoralised rebel soldiers and would have caused them to be much less effective fighting due to the lack of hope. This would have led to the failure of revolt, because of how little support was actually given to the ~~the~~

rebel army.

However, the main reason why the Revolt of the Earls failed was due to Waltheof who was the Earl of Northumbria. Waltheof was the only Saxon ~~ear~~ Earl to take part in the revolt as ~~the other two~~ Rodger and Ralph were both Norman Earls. Waltheof betrayed the ~~plot~~ ~~of~~ plan of the revolt to Lanfranc, who was the regent of England at the time, because William was away in Normandy. This caused Lanfranc to know exactly what the ~~is~~ revolt was, and how to prevent it from occurring. Lanfranc sent ~~to~~ the king's royal armies North to intercept the Earls before their armies could join. This would have caused Lanfranc to ~~also~~ limit the ~~revolt's~~ threat of the revolt, because he could fight the two smaller armies and have a greater chance to defeat them. The armies were defeated and the ~~revolt~~ Revolt of the Earls was a failure, due to Waltheof's betrayal of the plot to Lanfranc.

The Revolt of the Earls was also a failure because of ~~Lanfranc's leadership~~ the lack

of a clear plan the Earls decided to follow. The plan was very vague and involved Ralph's and ~~Red Rod~~ Rodger's armies combining in the North. This allowed Lanfranc to easily intercept them before they could join together, which led to a swifter defeat and failure of the revolt. Lanfranc even sent a letter to the Earls stating that they should stop the revolt and ask for forgiveness from the king to prevent any death from occurring. The Norman Earls ~~was~~ had fathers who aided William in the Battle of Hastings, and could have been forgiven due to the family connections. ~~But they could have~~ However the Earls refused and continued with their plan, which could have been ~~changed~~ changed so that they were able to strengthen their armies before they were intercepted, but they did not. This poor plan and decisions ~~with~~ about the revolt led to its ~~own~~ quick ~~failure~~ failure. ~~and~~

In conclusion, I disagree with the statement that the late arrival of the Danes was the main reason for the failure of the revolt of the Earls. This ~~is~~ is because I believe that Wulfstan's betrayal of the ~~revolt's~~ plot ~~to~~ to Lanfranc



caused the Earls armies to be intercepted ~~on~~
before they became a larger threat. This caused
the revolt of the ~~Earls~~ ~~to~~ ~~quickly~~ Earls to
quickly fail due to Wulfstan.

Examiner commentary:

This response was awarded Level 4 – 16 marks.

This response gives an analytical explanation which is directed consistently at the conceptual focus of the question. There is a line of reasoning that is coherent, sustained and logically structured, therefore this is Level 4 for AO2.

For AO1 there is accurate and relevant information which is precisely selected to address the question directly and the response shows wide-ranging knowledge and understanding, therefore this is Level 4 for AO1.

For the second strand of AO2, the response processes and justifies the overall judgement made. Again, this is Level 4.

This response meets all the criteria for Level 4 and is, therefore, awarded the full 16 marks available.



Response B:

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1(c)(i) Question 1(c)(ii)

I partly agree with the statement 'The late arrival of the Danes was the main reason for the failure of the Revolt of the Earls'.

I agree with the statement 'The late arrival of the Danes was the main reason for the failure of the Revolt of the Earls' because if the Danes had not arrived late then they may not have hesitated when they saw William on his way back to England. This meant that it may not have failed because the Earls would have had more people to fight and may not have been as outnumbered. I also agree because without the Danes the Earls didn't stand a chance when William returned. This meant that if the Danes had been earlier the Earls would have had a better chance at winning against William. Overall, I do feel that this was one of the three most important factors for the failure of the Earls.



On the other hand, I also disagree with the statement 'The late arrival of the Danes was the main reason for the failure of the Revolt of the Earls' because I also feel that Hlathcof, Earl of Northumbria was an important factor of the failure. I think that Hlathcof was important factor for the failure because he told Lanfranc about the plan to revolt. Prior to this particular revolt Hlathcof had already tried to rebel against and became scared of the consequences of doing it again. This meant that because Hlathcof told Lanfranc William became informed and decided to return. This also in turn meant that the Earls, Ralph and Roger, were caught and punished.

Overall, I partly agree with the statement because although I do believe that the late arrival of the Danes was one of the main reasons for failure I do not think that is the most important.



Examiner Commentary:

This response was awarded Level 3 – 10 marks.

This response gives an explanation showing some analysis which is mainly directed at the focus of the question. It shows a line of reasoning that is generally sustained. Therefore, this is Level 3 for AO2.

For AO1, accurate and relevant information is included showing some good knowledge and understanding, meaning this is also Level 3 for AO1.

For the second strand of AO2, a judgement is given but the criteria are left implicit putting this is the lower end of Level 3.

This response did not go beyond the stimulus points and the second strand of AO2 is at the lower end of Level 3, giving an overall mark of Level 3 – 10 marks.



Mark scheme for 1 (c)(ii)

Question		
1 (c) (ii)		<p>'Drake's most significant achievement, in the years 1558-88, was the raid on Cadiz.' 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"> • 'singeing the King of Spain's beard' • privateering <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.</p>
	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 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] <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>



Response A:

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1(c)(i) Question 1(c)(ii)

I do not agree with the statement to a fact. The Singeing of the King's beard was a attack on Spain. Sir Francis Drake took ships to Cadiz at the edge of Spain and attacked their ships to halt the ~~build~~ construction of the Spanish Armada. He destroyed quite a few ships while their but the most important part was the cork factory. The corks they were making were for the ~~ships~~ Spanish ships as it would help hold the gunpowder, the fruit and the ~~grapes~~ but by destroying the factory it will halt their Spanish ships. Now this is a great feat as he raided Cadiz, ~~halted~~ and halted the Spanish Armada for a year. But Drake has done more impressive feats. I do believe this was one of his best achievements. ~~but not this~~

~~estimating~~

As a privateer, Drake served Elizabeth well as he had completed his greatest achievement yet, he was the first Englishman to travel ~~the~~ ~~globe~~ around the globe. So first understood



A privateer is a pirate hired by the monarchy to steal on their behalf and they won't be punished for it. Now after making a small name for himself by doing some small jobs, Elizabeth asked Drake to travel to ~~the~~ the Pacific Ocean to rob Philip II of all his gold. He complies with Elizabeth to do this. Now he travels below South America ~~the~~ with ~~both~~ ^{three} his ships to raid some of Spain's colonies but when they ran into a heavy storm in a passage known as the Drake passage one of his ships is destroyed and he retreats, leaving him with one ship. After about 2 months ~~of sailing~~ ^{he had} stolen wine, gold bars and silver coins and much more from treasure ships as they didn't believe anyone would come to this side of the world. Now by this point this is already a great achievement as he has estimated to have stolen around 3.2 billion pounds in today's currency. But since there was no secret passage where Canada is and the Spanish is closing in on him he decided to go across the passage to home where it was a success. Now this I believe is his greatest ~~at~~ and most significant as he got knighthood.

from this and also England was able to pay off debts that ~~the~~ Bloody Mary had acquired.

We shouldn't just concentrate on one success of h.s., we should concentrate on all of them like how he defeated the Spanish Armada. Firstly the Armada was the strongest ship fleet in the century. When the Armada passed England Drake was immediately notified of this and decided to flank the ships before they could hit us. So he took his best and fastest ships and followed the Armada to the Netherlands where they had docked. At this time Drake had a brilliant idea of sending burning ships at the port as it would be easy to hit them but also it would stop the docking of new troops onto the ships. This was a very impactful tactic that forced the Spanish to flee England followed behind them and continued attacking with the cannons. This pressured them ~~so~~ much that they couldn't even ~~leave~~ go to a port so they kept on going up the English Channel but while they were moving up the Channel a storm brewed and hit them which destroyed the rest of the fleet and



Ships that remained either docked in Scotland and got killed or they got back to Spain. Now this was very significant as it stopped Spain ~~to~~ ever attack us and it made Catholics fear the English throne as our fleet topped an Armada. But because of the weather conditions I believe Drake had a little help which why this isn't his best achievement.

~~to go~~

In conclusion, Drake became a ^{part of} ~~part of~~ history as he traveled the globe with £32 billion on him. He stopped the creation of the Armada for a year and destroyed them at sea. He has created very significant event but I believe the sinking of the King's beads isn't his most significant achievement.

Examiner Commentary:

This response was awarded Level 4 – 13 marks.

For AO2 there is good analysis showing how each event had a wider impact and thus was significant. There is some reliance on the narrative rather than analysis that is consistently directed at the focus of the question, therefore this is Level 3 for AO2.

For AO1, there is accurate and relevant information which is precisely selected to address the question directly and the response shows wide-ranging knowledge and understanding, therefore this is Level 4 for AO1.

For the second strand of AO2, there is an overall judgement given but not justified enough for Level 4, therefore Level 3 for AO2. Using 'best-fit' (L3, L4, L3), this response was awarded Level 4 – 13 marks.



Response B:

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 1(c)(i) ☒ Question 1(c)(ii) ☒

Ci

+	
	<ul style="list-style-type: none"> • Pope excommunication • MQS • Plots - gave people a chance <li style="padding-left: 20px;">- people tried to copy.

Cii

+	
<ul style="list-style-type: none"> • Attached Spanish port • Delayed the Armada • Stole \$114,000 • Singing of King's beard 	<ul style="list-style-type: none"> • Mapping the globe helped him escape Spain • Raiding the Cacasuego • Stole loads of Jewellery, Gold & Silver

I agree that Drake's attack on ~~Cadiz~~ Cadiz was his most significant achievement because he delayed the Armada and stole lots of money for England.

One reason that this is Drake's biggest achievement is because he delayed the Spanish Armada. I know that Drake damaged thirty Spanish ships in his attack, which slowed the Armada to a later date. This was his best achievement as he could have prevented the success of Spain invading England as they had more time to make defenses and plans or tactics on how to defend against Spain.

Another reason that this is Drake's biggest achievement is because he stole lots of money from Spain. I know that Drake stole one-hundred and fourteen thousand pounds from his attack on Cadiz. This



is his best achievement because he managed to escape Spain and give England much more funding towards the war with Spain. The fact that Drake had mapped the globe is significant as it was easy for him to escape Spain and return to England with lots of money for his country. Also, Drake had then learnt much more about the sea and gave Elizabeth a much greater chance at defending England from Spain, when the war was not on land.

Some might say that his mapping of the whole was more significant as it helped many people discover new places and helped us today. Overall, I think that his attack on Cadiz was his biggest achievement as he slowed down the Spanish Armada and potentially saved Elizabeth and his country.



Examiner commentary:

This response was awarded Level 3 – 11 marks.

This response gives an explanation showing some analysis which is mainly directed at the focus of the question. It shows a line of reasoning that is generally sustained but limited in coherence and organisation. Therefore, this is Level 3 for AO2.

For AO1, relevant information is included showing some good understanding, but some of the knowledge is a little confused and limited within Level 3. Therefore, AO1 is Level 3 – but not secure Level 3.

For the second strand of AO2, a judgement is given with some justification, giving this Level 3.

Overall, this response, although covering aspects of content beyond the stimulus points, is Level 3 – 11 marks.