

# **Year 7 Summer Exam**

**50 minutes**

**Marked out of 27 (including 4 marks for Spelling,  
Punctuation and Grammar on the final question)**

**Mark Scheme**

## Marking Guidance

It is essential that the same marking standard is applied across the Trust. As with exam board mark schemes, it is a case of applying the mark scheme as accurately and consistently as possible. Do not attempt to apply your own standard. You may see the example answers as too easy/hard, but this is the standard you must apply to ensure we have parity between schools so that fair comparisons can be made.

### Question 1 - Match the term/event to the definition (4 marks).

Students needed to match each definition in Column A with the correct word in Column B. They needed to do this by writing the letter of the correct key word next to the corresponding number in Column A.

Column A	Correct answer from Column B
1. 'Rebirth' – A period of cultural advancement in early Modern Europe.	C. Renaissance (1 mark)
2. A machine that uses ink to transfer words and images to paper	D. Printing Press (1 mark)
3. A building occupied by a community of monks	A. Monastery (1 mark)
4. A religious movement to reform the Catholic Church resulting in the formation of Protestant churches	B. The Reformation (1 mark)

### Question 2 – Which two phrases best describe how England changed following the Reformation? (2 marks)

Students needed to tick the correct two phrases. The correct answers are:

- 2. Monasteries were closed and their wealth taken (1 mark)
- 4. The King became the head of the Church of England (1 mark)

### Question 3a. – Identify one consequence of the English Reformation (1 mark)

Students needed to tick the correct consequence. The correct answer is:

There was more interest in art, science and learning (1 mark)

### Question 3b. – Identify one consequence of Elizabeth's Religious Settlement (1559) (1 mark)

Students needed to tick the correct consequence. The correct answer is:

Most people accepted the new Church and religious peace mostly followed. (1 mark)

#### Question 4 - How good is this source for learning about Elizabeth's early life? (3 marks)

Students needed to circle the correct answer in each part of the table (1 mark for each correct phrase identified)

Source Content	Own Knowledge	Source Provenance
<p><i>The source is useful because it...</i></p> <p>...tells us she was a poor student who hated learning</p> <p>...tells us that she wouldn't go very far in life</p> <p>...tells us about her education and that she loved learning</p>	<p><i>The source is useful because my own knowledge tells me...</i></p> <p>...Elizabeth was not very bright</p> <p>...Elizabeth was fluent in French, Italian and Latin and could also read Ancient Greek</p> <p>...Elizabeth spent her school years in America</p>	<p><i>The source provenance is useful because...</i></p> <p>...it was written by a close witness during Elizabeth's childhood who observed her education first hand</p> <p>...it was written by one of Elizabeth's enemies many years after her death</p> <p>...it was written during her reign to promote her image as queen</p>

#### Question 5 or Question 6

#### Question 5: Why was the Arab world important in helping the Renaissance to happen?

Remember, this is not a GCSE mark scheme.

1. The level is determined first by assessing the quality of the explanation given. Decide on the level using the highlighted phrase/words
2. Then, consider the level of knowledge displayed to decide on the mark within this level

0 marks	No relevant content
<p><b>Level 1</b> 1-2 marks Simple statements Minimal response</p> <p>Summary: Simple statement = 1 Two simple statements = 2</p>	<p>Knowledge is very limited or mostly inaccurate. It may show vague awareness of the Renaissance or Arab world.</p> <p>Little or no explanation of why the Arab world was important</p> <p>Limited attempt to follow the success criteria.</p>

	<p>Level 1 is typified by simple, separate statements whereas Level 2 will typically have longer/more complex descriptive sentences</p>
<p><b>Level 2</b> 3-5 marks Basic description with limited explanation</p> <p>Summary: Describes one = 3 Describes one with specific detail = 4 Or, Describes two with limited detail = 4 Describes more than one, both with detail = 5</p>	<p>Some relevant factual knowledge, though it may be general or partially accurate.</p> <p>Basic attempt to describe the role of the Arab world but may not link clearly to the Renaissance.</p> <p>Some structure is present, but one or more sections may be unclear or underdeveloped.</p> <p>Mostly descriptive</p>
<p><b>Level 3</b> 6-9 marks Clear explanation with relevant detail</p> <p>Summary: Explains one with general detail = 6 Explains one, describes another = 7 Explains more than one = 8 Explains more than one with specific information throughout = 9</p>	<p>Mostly accurate and relevant detail about the Fall of Constantinople, Arab learning and knowledge transfer to the West</p> <p>Clear explanation of how the Arab world preserved and shared knowledge, and how this influenced the Renaissance.</p> <p>Follows success criteria with clear introduction and paragraphs.</p>
<p><b>Level 4</b> 10-12 marks Secure, well-developed explanation</p> <p>Summary: Explains one well, other(s) explained to L3 = 10 Explains more than one well with some specific detail = 11 Explains more than one well with specific detail throughout = 12</p>	<p>Detailed and accurate. Includes specific references to key events (e.g. Fall of Constantinople, scholars fleeing West, etc)</p> <p>Thorough explanation of how Arab scholars preserved, expanded and transferred classical knowledge to Europe, helping cause the Renaissance.</p> <p>Meets the success criteria with a clear, well-organised response.</p>

## SPaG Marks

<b>0 marks</b>	No rewardable material: material is incomprehensible
<b>1 mark</b>	Content is very difficult to understand with errors in SPAG
<b>2 marks</b>	Content is understood. Capital letters, full stops and generally good spelling is used but with limited historical terminology
<b>3 marks</b>	As 2 marks and few SPAG errors, some historical terminology
<b>4 marks</b>	As 3 marks and good use of historical terminology

## Indicative Content

	<b>Content to include</b>
<b>Introduction</b>	<b>What was the Renaissance?</b> A period of cultural and intellectual revival in Europe c.1300-c.1600 Marked by renewed interest in the ideas, art, and science of Ancient Greece and Rome. Began in Italy but spread across Europe
<b>Paragraph 1</b>	<b>How did the Ottomans defeat the defences of Constantinople?</b> 1453 – Ottoman Turks led by Mehmed II, used gunpowder and cannons to breach the walls of Constantinople Constantinople was a major Christian and learning centre in the Byzantine Empire After the conquest many Greek speaking scholars fled the city, bringing ancient texts with them to Western Europe  <b>What were the libraries and learning centres and why they were important?</b> Libraries and learning centres in the Arab world (e.g. the House of Wisdom in Baghdad) had preserved, studied, and translated ancient Greek and Roman texts These centres had advanced knowledge in mathematics, medicine, astronomy and philosophy
<b>Paragraph 2</b>	<b>How did the Arab world help spread knowledge to Europe?</b> Arab scholars had preserved classical texts during a time when much of Europe had lost them Key works were translated into Arabic and then into Latin  <b>How did this help the Renaissance to begin?</b> When scholars and books arrived in Italy after the fall of Constantinople, they added to the growing body of knowledge This led to new learning and questioning – sparking the Renaissance

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OR

### Question 6 - Why was Mary, Queen of Scots seen as a significant threat to Elizabeth?

Remember, this is not a GCSE mark scheme.

1. The level is determined first by assessing the quality of the explanation given. Decide on the level using the highlighted phrase/words
2. Then, consider the level of knowledge displayed to decide on the mark within this level

0 marks	No relevant content
<b>Level 1</b> 1-2 marks Simple statements Minimal response  Summary: Simple statement = 1 Two simple statements = 2	Knowledge is very limited or mostly inaccurate. It may identify who Mary was but with little detail.  Little or no explanation of why Mary was a threat.  Limited attempt to follow the success criteria.  Level 1 is typified by simple, separate statements whereas Level 2 will typically have longer/more complex descriptive sentences
<b>Level 2</b> 3-5 marks Basic description with limited explanation  Summary: Describes one = 3 Describes one with specific detail = 4 Or, Describes two with limited detail = 4 Describes more than one, both with detail = 5	Some relevant factual knowledge, though it may be general or partially accurate.  Basic explanation of at least one reason why Mary was a threat but lacks depth or detail.  Some structure is present, but one or more sections may be unclear or underdeveloped.  Mostly descriptive
<b>Level 3</b> 6-9 marks Clear explanation with relevant detail  Summary: Explains one with general detail = 6	Detailed and accurate. Includes specific references to key events (e.g. Mary being Elizabeth's cousin and next in line according to Catholics; Mary being Catholic as dangerous because England was Protestant under Elizabeth)

<p>Explains one, describes another = 7</p> <p>Explains more than one = 8</p> <p>Explains more than one with specific information throughout = 9</p>	<p>Thorough explanation of Mary's threat through her claim and religion, possibly linked to wider context (e.g. support from other countries)</p> <p>Meets the success criteria with a clear, well-organised response.</p>
<p><b>Level 4</b> 10-12 marks</p> <p><b>Secure, well-developed explanation</b></p> <p>Summary: Explains one well, other(s) explained to L3 = 10 Explains more than one well with some specific detail = 11 Explains more than one well with specific detail throughout = 12</p>	<p>Sustained, well-structured explanation covering contributions in depth</p> <p>Integrates precise examples (e.g. Ottoman capture of Constantinople in 1453 driving Greek scholars into Italy)</p> <p>Analyses relative importance and may consider other factors while convincingly arguing central Arab role.</p> <p>Accurate, fluent, with secure chronology</p>

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<b>3 marks</b>	As 2 marks and few SPAG errors, some historical terminology
<b>4 marks</b>	As 3 marks and good use of historical terminology

### Indicative Content

	<b>Content to include</b>
<b>Introduction</b>	<p><b>Who was Mary, Queen of Scots and how was she related to Elizabeth I?</b></p> <p>Mary, Queen of Scots was Elizabeth's cousin</p> <p>She was the granddaughter of Henry VIII's sister, giving her a strong blood claim to the English throne</p> <p>She was Queen of Scotland and briefly Queen of France</p>

	<p>Mary and Elizabeth were both from the Tudor line, but Mary was seen by many Catholics as the rightful heir.</p>
<p><b>Paragraph 1</b></p>	<p><b>Why did Mary have a claim to the English throne?</b>  Elizabeth's legitimacy was questioned  Mary was Catholic and born within wedlock (according to Catholics)  Many people believed Mary had a stronger/more legitimate claim than Elizabeth</p> <p><b>Why did this make her a threat?</b>  Mary's presence in England gave English Catholics a figurehead to rally behind  Her claim encouraged several plots against Elizabeth</p>
<p><b>Paragraph 2</b></p>	<p><b>What religion was Mary?</b>  Mary was a devout Catholic. Elizabeth was Protestant.</p> <p><b>Why did this make her a threat?</b>  Catholics wanted to restore the old faith and saw Mary as a chance to do that  European Catholic powers supported Mary's claim, adding to the threat  Mary was believed to be involved in Catholic plots against Elizabeth</p>