



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 2
DEPTH STUDY 1: THE MID-TUDOR CRISIS IN
WALES AND ENGLAND, c.1529–1570

PART 1: PROBLEMS, THREATS AND CHALLENGES,
c.1529–1553

2100U10-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at the examiners' conference by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

UNIT 2

DEPTH STUDY 1

THE MID TUDOR CRISIS IN WALES AND ENGLAND c.1529–1570

Part 1: Problems, threats and challenges c.1529–1553

MARK SCHEME

Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- Advice on the specific question outlining indicative content that can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Third, a final mark for the question can then be awarded.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors must seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying changes in the control of Wales in the period from 1533 to 1543.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying changes in the control of Wales in the period from 1533 to 1543. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include:

Source A In this source, Croft is clearly critical of the effectiveness of the Lord President of Wales in governing the country. The general context is a perceived lack of control in Wales in the early 1530s. Croft is critical of Bishop Veysey for being soft on crime and the causes of crime. Veysey needs to be replaced in order to usher in a change in political leadership. This report was presumably read by the king and is an invitation to take action in the control of Wales. The evidence has been provided by a man employed by, and loyal to, Cromwell so there is reason to question the authenticity of the critical attacks on Lord President Veysey. Croft may well be biased in this respect and painting a rather gloomy picture of control of Wales under Veysey.

Source B This source was written by Rowland Lee, the successor to Veysey as Lord President of the Council in the Marches of Wales. Its general context is the changing nature of control over Wales between Veysey and his successor Lee. Candidates may well point out the link between this source and Source A and how change in control was achieved. Whereas Veysey was Wolsey's man, Lee was Cromwell's. Lee's brutal treatment of criminals in Wales was in stark contrast to Veysey's apparent inability to deal effectively with crime and appears to have been the answer to the Croft brothers' request for a strong man. Lee's administration signals a significant change in the attitude and conduct of government and justice in Wales. As the report is Lee's account to his superior of his efficiency and diligence in his allotted task of dealing with the problem of lawlessness and disorder in Wales, it may well be directed to portray what he has done in as positive a light as possible.

Source C

This extract is part of the Acts of Union, the last of which was passed through Parliament in 1543. This extract is from the 1543 Act. The historical context is the changing nature of control of Wales, which has been finalised in law. It describes in detail the changes that will come into effect in the government and judicial structure of Wales and the Marches. It highlights the need for uniformity in law and language, and describes the establishing of the official framework involving office-holding. The statutes were designed to remedy the misgovernment and lawlessness of Wales and the Marches. These laws signalled a significant change in the control of Wales. They reflected Cromwell's reform of government and justice. There were cultural, social and economic implications inherent in the laws passed regarding Wales.

Overall, candidates will assess the value of the sources to an historian studying changes in the control of Wales in the period from 1533 to 1543. They will be able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

UNIT 2
MARK SCHEME QUESTION 1

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be awarded to answers showing the appropriate characteristics.

Band 6		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the specific historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.</i>
CHARACTERISTICS		
ASE OVER THE PERIOD SET		
B6S	30	The candidate provides accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the specific historical context and covering all of the period set in the enquiry. There is a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.
B6C	27	The response begins to show some characteristics of Band 6

Band 5		<i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the specific historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue.</i>
CHARACTERISTICS		
ASE		
B5S	25	The candidate provides accurate source evaluation using the content and attributions of the three sources, setting the response in the specific historical context and covering most of the period set in the enquiry. There is a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
B5C	23	The response begins to show some characteristics of Band 5.
B5L	21	This mark can be used if there is understanding shown of the specific historical context of one source only.

Band 4 CHARACTERISTICS		<i>Clearly attempts an analysis and evaluation of the given sources in relation to the general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value to an historian of some or all three sources.</i>
GCX, V and/or U		
B4H	20	The candidate is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This is used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable.
B4S	18	The candidate is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value to an historian is present on some or all of the three sources although some general comments on utility may be seen.
B4C	16	The response begins to show some characteristics of Band 4 with the candidate discussing the general historical context. Mainly focused on UTILITY but with a limited reference to value.

Band 3 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i>
Mechanistic V, S&L and U		
B3H	15	The candidate is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There is a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There is a limited judgement on all of the sources.
B3S	13	The candidate is able to evaluate some or all of the three sources by focusing on their attributions and / or content. Any reference to the historical context will be limited. There will be a limited judgement on some of the sources.
B3C	11	The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted.

Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i>
TRAWL		
B2H	8	The candidate discusses the strengths and/or limitations of all three sources by focusing on their content and / or attributions.
B2S	6	The candidate discusses the strengths and/or limitations of some of the three sources by focusing mostly on their content.

Band 1 CHARACTERISTICS		<i>Copies or paraphrases from content or attributions of the given sources.</i>
COPYING / COMPREHENSION		
B1H	5	The candidate paraphrases the three sources and/or attributions or offers plain narrative.
B1S	3	The candidate copies from one or two of the three sources and/or attributions.
	0	Use for incorrect answers

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focused on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- Advice on the specific question outlining indicative content that can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 3.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Third, a final mark for the question can then be awarded.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How valid is the view that the Henrician Reformation made little impact on Wales and England in the period from 1529 to 1553?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Candidates will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that the Henrician Reformation made little impact on England and Wales in the period from 1529 to 1553.

Candidates are invited to enter into a debate about the validity of the view that the Henrician Reformation made little impact on Wales and England in the period from 1529 to 1553. They will consider interpretations of this issue within the wider historical debate about the scale of the impact of the Henrician Reformation in the period from 1529 to 1553. Some of the issues to consider may include:

Interpretation 1 This argues that the Henrician Reformation made little impact on Wales and England in this period. In analysing and evaluating Interpretation 1, candidates may argue that Haigh is a revisionist historian who specialises in Tudor political history. His opinion carries weight in respect of the momentous changes that were happening during this period—political change went hand-in-hand with changes in religion. However, he is not a specialist on religious history. He attempts to provide a balanced view of the impact of the Henrician Reformation during this time. He provides relevant evidence to support his case that the Henrician Reformation had little impact. He compares it unfavourably to the huge religious changes that were occurring in Germany and suggests that perhaps the Reformation in the reign of Edward VI had a greater impact, although even here he offers a counter argument. Haigh also mentions the Catholic changes of Mary's reign.

Interpretation 2 This argues that the Henrician Reformation had a substantial impact on Wales and England in this period. In analysing and evaluating Interpretation 2, candidates may argue that Marshall is an academic historian and specialist in religious—although not perhaps specifically Tudor—history. He is also writing a general survey covering more than a century of change. He is convinced that there is enough evidence to prove that the Henrician Reformation had a substantial impact in this period. He offers a list of significant events that tend to support his contention. To him there is no doubt that the impact of the Henrician Reformation was ground-breaking and that it paved the way for the Protestant changes in Edward VI's reign. The one led to the other. He omits any reference to Mary's Catholic Counter-Reformation. This view appears to represent breadth rather than depth.

- Candidates may show awareness of the wider historical debate surrounding the impact of religious change in Wales and England in this period. In particular candidates should be aware of other interpretations such as the Reformation of Henry VIII's reign being more political than religious (unlike the Reformation of Edward VI's reign). Candidates may also be able to place the two extracts within the wider historical debate over the impact of the Henrician Reformation.

Overall candidates will analyse both interpretations using their own understanding of the wide historical debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question of whether the Henrician Reformation made little impact on Wales and England in the period from 1529 to 1553.

UNIT 2 MARK SCHEME QUESTION 2

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 2 question 2 also gives a similar breakdown and descriptors.

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the provided material in its historical context which is used effectively to show how and why different interpretations have been formed in relation to the set enquiry; sustained judgement seen regarding validity.</i>
ACX, WHD, OPI		
B6H	30	The candidate fully integrates discussion of the context, authorship and content of the provided material together with knowledge and understanding of other possible interpretations of the set issue to reach a well-supported and convincing judgement. The candidate shows a convincing understanding of the wider historical debate and of why different interpretations have been formed with discussion of the context and authorship of the provided material.
B6S	27	The candidate discusses the context, authorship and content, of the provided material together with knowledge and understanding of other possible interpretations to offer a substantiated judgement. The candidate explains why differing/different interpretations of the issue have been formed.
Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the provided material in its historical context to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity.</i>
ACX, WHD, OPI		
B5H	25	The candidate discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; they show a clear understanding of other possible interpretations of the issue. The candidate shows a firm grasp of the wider historical debate regarding the issue.
B5S	23	The candidate discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; they show clear understanding of other possible interpretations. The candidate indicates how and why interpretations are formed based on the content and especially the authorship of the extracts.

Band 4 CHARACTERISTICS		<i>Some valid analysis and evaluation of the provided material with some knowledge of other possible interpretations to reach a judgement on the specific enquiry; needs a reasonable grasp of the other possible interpretations (OPIs) and the context of the developments in the provided material. There may be some mechanistic comments on the authorship but this is not required.</i>
ACX AND GCX OPI		
B4H	20	
B4S	18	
B4C	16	The candidate begins to analyse and evaluate the provided material to offer a judgement on the given interpretation; they show awareness of another possible interpretation.

Band 3 CHARACTERISTICS		<i>Mechanistic focus on the authorship and content of the provided material to identify and compare interpretations; some awareness of the general context; any judgement will be limited. There may be some mechanistic comments on the authorship of the provided material.</i>
AUTH GCX		
B3H	15	
B3S	13	The candidate attempts to consider the content of the provided material to identify different interpretations; they offer a 'bolt-on' judgement on the validity of the interpretation presented in the question.

Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content of the provided material only.</i>
B2H	8	
B2S	6	

Band 1 CHARACTERISTICS		<i>Copies or paraphrases from the content of the provided material.</i>
B1H	5	The candidate offers basic comprehension and paraphrasing of the content of the provided materials.
B1S	3	The candidate offers basic comprehension or copying from the content of one of the provided materials.
	0	Use for incorrect answers