



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 3
BREADTH STUDY 1

WALES: RESISTANCE, CONQUEST AND REBELLION,
c. 1240-1415

1100UA0-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences 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.

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Marking guidance for examiners

Summary of assessment objectives for Unit 3

The questions each assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this assessment is 30.

The structure of the mark scheme

The mark scheme for Unit 3 has two parts:

- Advice on each specific question outlining indicative content which 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 should seek to credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- The assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

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 band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

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 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.

To what extent was social change the most significant development in Wales in the period from 1240 to 1284?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case the extent to which social change was the most significant development in Wales in the period from 1240 to 1284. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which social change was the most significant development in Wales in the period from 1240 to 1284. In order to reach a substantiated judgement about this issue, candidates may argue that social change was the most significant development in Wales in this period. The candidate may support this proposition by considering issues such as:

- the increasing migration of people from country to towns;
- changes in law and the social status of Welsh landowners;
- changes in social class, for example the end of princely families and the transition to gentry status;
- the influx of English settlers.

Candidates might consider challenging the proposition in the question by arguing that social change was not the most significant development in Wales in this period. They may consider issues such as:

- the militarisation and plantation of Wales, noting for example the establishment of castles and English-only towns;
- economic change, as seen via the development of towns and growth of tradesmen;
- the increasing power and wealth of towns as economic centres of trade and industry;
- political and administrative changes, such as the development of Crown lands and Marcher lordships with new offices and powers;
- English land law, which enabled enterprising Welshmen to purchase estates;
- cultural change, for example princely bards seeking patronage from gentry patrons.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which social change was the most significant development in Wales in the period from 1240 to 1284.

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 far do you agree that legal changes had the most significant impact on the people of Wales in the period from 1360 to 1410?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case the extent to which legal changes had the most significant impact on the people of Wales in the period from 1360 to 1410.

Candidates will offer an analysis and evaluation of legal changes and the significance of their impact on the people of Wales in the period from 1360 to 1410. In order to reach a substantiated judgement about this issue, candidates may argue that legal changes did have the most significant impact on the people of Wales in the period from 1360 to 1410. The candidate may support this proposition by considering issues such as:

- the Statute of Rhuddlan, which had enacted English legal control of Wales;
- English land law, which had enabled enterprising Welshmen to purchase estates;
- the adoption of English laws and decline of Welsh law;
- English common law usage in the counties of the Principality;
- the development of Marcher law in the marcher lordships;
- the Penal laws enacted in 1402 during the Glyndwr rebellion.

Candidates may consider challenging the proposition in the question by arguing that the changes in the laws may not have had such a significant impact when compared to other factors in this period. They may consider issues such as:

- the death toll of the Black Death, and its impact on the population and on rural communities;
- the changing social and economic relationship, which gave rise to bastard feudalism;
- the rise of a wage economy;
- political and administrative changes such as new offices and powers;
- the transition from princely to gentry status for the top tier of landholding families;
- office-holding opportunities for Welshmen to serve the English crown, and Marcher lords in governing the local population;
- the outbreaks of rebellion during the period.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which legal changes had the most significant impact on the people of Wales in the period from 1360 to 1410.

INDICATIVE CONTENT FOR QUESTION 3

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 evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

‘Dafydd ap Gruffudd’s rebellion of 1282 posed the most serious threat to English power in Wales during the period from 1240 to 1415.’ Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case, whether Dafydd ap Gruffudd’s rebellion posed the most serious threat to English power in Wales in the period from 1240 to 1415. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Dafydd ap Gruffudd’s rebellion posed the most serious threat to English power in Wales in the period from 1240 to 1415. In order to reach a substantiated judgement about this issue, candidates may argue that Dafydd ap Gruffudd’s rebellion did pose the most serious threat to English power in Wales in the period from 1240 to 1415. The candidate may support this proposition by suggesting that:

- Dafydd ap Gruffudd’s rebellion took the English by surprise;
- as a former ally of the English his rebellion was regarded as a serious breach of trust;
- Dafydd’s rebellion set a bad example, which might be followed by others;
- the rebellion encouraged his brother, Llywelyn, to resume the war against English power in Wales.

Candidates may consider challenging the proposition in the question by arguing that there were other rebellions that were potentially more serious than that of Dafydd ap Gruffudd in this period. They may suggest that:

- Llywelyn Bren’s rebellion (1316) was widespread—from Caerphilly to Dinewyr—and the rebels laid siege to castles;
- the rebellion of Madog ap Llywelyn was a serious threat to Edward I, coming so soon after the conquest of 1283—English power was not yet firmly established;
- Owain Lawgoch had the potential to involve the French in any Welsh rebellion by bringing it within the orbit of the Hundred Years’ War;
- the national rebellion of Owain Glyndwr posed a very serious threat, especially as it involved foreign powers;
- the bards offered their support, which proved to be useful propaganda

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Dafydd ap Gruffudd’s rebellion posed the most serious threat to English power in Wales in the period from 1240 to 1415.

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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 CHARACTERISTICS Lucid; convincing; debating		<i>The response is specifically focused on covering the whole or nearly all of the set period and debating the key concept in the question set and provides a substantiated, sustained and integrated judgement. It demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme</i>
B6H	30	The response engages with the exact key concept in the question set covering the whole of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides a fully analytical, evaluative and lucid essay with a fully convincing and substantiated judgement.
B6S	27	The response engages with the key concept in the question set covering nearly all of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides an analytical, evaluative and lucid essay with a convincing and substantiated judgement.
Band 5 CHARACTERISTICS Coherent; engaging; debating		<i>The response is mainly focused on covering the greater part of the set period and debating the key concept in the question set. It demonstrates mostly accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported, balanced and appropriate judgement</i>
B5H	25	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with a balanced and appropriate judgement.
B5S	23	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with an appropriate judgement
B5C	21	The response begins to show some characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover most of the period, especially in Section B.]</i>

Band 4 CHARACTERISTICS		<i>The response attempts to cover most of the set period and discusses the key concept in the question set. It demonstrates some accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported judgement</i>
Meaningful discussion; mini judgements		
B4H	20	
The response is mainly focused on covering most of the set period and there will be a meaningful discussion of how the main features and characteristics associated with the theme had an impact on the key concept. There will be a balanced judgement though some slight drift may be apparent.		
B4S	18	The response begins to discuss the key concept and covers most of the period in the question set. There will be an attempt to outline features and characteristics associated with the theme. There may well be a series of mini judgements and some drift.
B4C	16	The response begins to show some characteristics of Band 4. <i>[This can be used for good Band 3 responses that offer at least one valid reference or judgement on the key concept.]</i>
Band 3 CHARACTERISTICS		<i>The response has some patchy period coverage; there is some accurate and relevant knowledge of the main issues associated with the relevant theme</i>
Two sided; listing; assertions		
B3H	15	
The response tends to focus on using a highly structured series of features and characteristics associated with the theme. The response will offer a judgement with some support, often by considering factors for and against. There will be some patchy period coverage		
B3S	13	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme.
Band 2 CHARACTERISTICS		<i>The response is largely based on the general theme but is descriptive / narrative; period coverage will be narrow or lack chronology</i>
Narrative; descriptive; tagged-on		
B2H	8	
The response is a predominantly descriptive/narrative account of the features and characteristics associated with the theme. There will be a “tagged on” judgement.		
B2S	6	The response is limited to a descriptive/narrative account of the features and characteristics associated with the theme, with no judgement attempted.

Band 1 CHARACTERISTICS		<i>The response is undeveloped, very brief or largely irrelevant</i>
Brief; undeveloped; largely irrelevant		
B1H	5	The response is very limited and undeveloped though there is some weak link to the associated theme.
B1S	3	The response is very brief and / or largely irrelevant.
	0	Use for incorrect answers