



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 1  
PERIOD STUDY 1

GOVERNMENT, REBELLION AND SOCIETY IN  
WALES AND ENGLAND, c. 1485-1603

2100UA0-1

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 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.

## **UNIT 1**

### **PERIOD STUDY 1**

#### **GOVERNMENT, REBELLION AND SOCIETY IN WALES AND ENGLAND C. 1485-1603**

### **MARK SCHEME**

#### **Section A**

#### **Marking guidance for examiners**

#### **Summary of assessment objectives for Section A**

Section A questions 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 section is 30.

#### **The structure of the mark scheme**

The mark scheme for Section A 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.

#### **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.*

### **How far was there a revolution in government in the reign of Henry VIII 1509-1547?**

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 there was a revolution in government in the reign of Henry VIII 1509-1547. 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 there was a revolution in government in the reign of Henry VIII 1509-1547. In order to reach a substantiated judgement about this issue, candidates may argue that the government changed so significantly during this period that it is valid to use the term 'revolution.' The response might support this proposition by considering issues such as:

- The concept of what might constitute a revolution in government
- The creation of the Privy Council in 1536-1537
- The development in the status and authority of parliament under Henry VIII
- The transformation of government in Wales and the English border counties
- The strengthening of regional councils such as the North and Wales and the creation of the Council of the West
- The development of the chief minister as leaders of royal government

Candidates might consider challenging the proposition in the question by arguing that in some respects there was not much of a revolution in government and that there was a considerable amount of continuity. The response might consider issues such as:

- The continuing and strengthening power of the Crown under Henry VIII
- The Privy Council was an emergency council and did not develop fully until after 1547
- The Councils of the North and Wales were already established and continued to wield considerable influence in those areas
- Parliament's 'power' still depended on the king who could call, suspend or dismiss it at will
- Much of Henry VII's system of governance survived Cromwell's reforms

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which there was a revolution in government in the reign of Henry VIII 1509-1547.

## 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.*

### **To what extent did the Kett rebellion pose the most serious threat to the Crown in the period 1549-1569?**

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 the Kett rebellion posed the most serious threat to the Crown in the period 1549-1569. 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 the Kett rebellion posed the most serious threat to the Crown in the period 1549-1569. In order to reach a substantiated judgement about this issue, candidates may argue that the Kett rebellion was indeed the most serious threat to the Crown in the period 1549-1569. The response might support this proposition by considering issues such as:

- It was a large rebellion consisting of approximately 15,000 rebels
- Kett set up a governing 'council' which was representative of the villages and towns that joined in the revolt: this challenged the authority of the Crown and the Great Chain of Being and was a threat to the traditional notion of order
- The rebels succeeded in taking Norwich, the second largest city in England
- The deployment of government troops dispatched to take the town back contained over a thousand battle-hardened foreign mercenaries
- The execution of Kett and nearly fifty others showed how the government was determined to discourage others against rebellion

Candidates might consider challenging the proposition in the question by arguing that in some respects other threats to the Crown were equally or more serious. The response might consider issues such as:

- Kett's rebels never directly threatened the Crown – their grievances were against local issues such as enclosure and tenants' rights rather than gaining power
- The Wyatt rebellion and the Rebellion of the Northern Earls posed more serious threats to the Crown as they involved noble support and patronage and challenged what were perceived as weak female rulers
- Problems such as rising unemployment, poverty and vagrancy (masterless men) caused by economic depression posed a more serious threat to the Crown than agricultural disputes
- Political problems such as the loss of status at Court by some nobles leading to disaffection and opposition were potentially much more threatening than the dissatisfaction of peasants
- Religious changes led to disaffection and open rebellion such as in the Western or Prayer Book rebellion

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Kett rebellion posed the most serious threat to the Crown in the period 1549-1569.

## **Section B**

### **Marking guidance for examiners**

#### **Summary of assessment objectives for Section B**

Section B questions also 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 section is 30.

#### **The structure of the mark scheme**

The mark scheme for Section B 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.

#### **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 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 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 Elizabeth's Church Settlement was the most significant change in religion in the period 1534 - 1588?**

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 Elizabeth's Church Settlement was the most significant change in religion in Wales and England in the period 1534 - 1588. 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 Elizabeth's Church Settlement was the most significant change in religion in Wales and England in the period 1534 - 1588. In order to reach a substantiated judgement about this issue, candidates may argue that Elizabeth's Church Settlement was indeed the most significant change in religion in this period. The response might support this proposition by considering issues such as:

- The Elizabethan Church Settlement tried to maintain a balance between Protestants and Catholics
- Passing of the Acts of Supremacy and Uniformity with a female monarch as Supreme Governor of the Church was a hugely significant religious change
- This involved the repeal of Catholic legislation in Parliament and implementation of Protestant reforms.
- The settlement effectively removed the Pope as head of Church by 1563
- Another significant change was the adoption of English as the official language of worship and scripture.

Candidates might consider challenging the proposition in the question by arguing that Elizabeth's Church Settlement was not the most significant change in religion and that others were equally or even more significant. The response might consider alternate factors such as:

- The break with Rome of 1534 was a hugely significant change with wide-reaching consequences
- The Dissolution of the Monasteries (1536-40) altered the balance between the secular and regular Church.
- The translation of the scriptures into the vernacular helped to spread ideas and encouraged discussion and support for the Reformation.
- The establishment of Protestantism as the state religion by Edward VI was the first of its kind – a radical departure to what had existed before.
- The phased introduction of more radical Protestant doctrine – Prayer Books of 1549 and 1552 – was another radical departure
- The Dissolution of the Chantries swept away the last visible vestiges of Catholic worship.
- The nature and impact of the Marian persecution of Protestants and the restoration of Roman Catholic doctrine and church services were significant shifts in the 1550s.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Elizabeth's Church Settlement was the most significant change in religion in Wales and England in the period 1534 - 1588.

## INDICATIVE CONTENT FOR QUESTION 4

*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.*

### **‘The most important social and economic development in Wales and England between 1536 and 1603 was the rise of the merchant class.’ Discuss.**

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 the rise of the merchant class was the most important social and economic development between 1536 and 1603. 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 the rise of the merchant class was the most important social and economic development in the period 1536-1603. In order to reach a substantiated judgement about this issue, candidates may argue that the rise of the merchant class was the most important social and economic development between 1536 and 1603. The response might support this proposition by considering issues such as:

- The growth in the wealth of the merchant class linked to international and local trade
- The growth in the power of the merchant classes dominating town trade and politics
- The increasing influence of mercantile wealth in patronise charities and funding educational endeavours
- The rise of the merchant power in parliament as borough representation increased
- Use of merchant wealth to purchase land leading to the creation of landed estates
- The rise of the merchant class was linked with the development of towns and the power of trade guilds

Candidates might consider challenging the proposition in the question by arguing that the rise of the merchant class was but one among a number of important social and economic developments in the sixteenth-century. It can be argued that other developments had a greater impact. The response might consider alternate factors such as:

- The growth in trade and industry, particularly in coal mining and metal industries
- The rise of the gentry in more rural areas had a considerable influence especially in areas like Wales after the Acts of Union
- The changes in the agriculture, especially enclosures, had a huge impact on rural life
- The rise in unemployment, poverty and vagrancy caused by economic depression was a considerable social change
- Cultural changes in Wales and areas like Cornwall may get mentioned, especially the shift towards the use of English in both local government and religion

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the rise of the merchant class can be considered the most important social and economic development between 1536 and 1603.



## GENERIC MARK SCHEME UNIT 1

### THIS CAN BE USED WITH BOTH QUESTIONS

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 1 also gives the same break down and descriptors.

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focussed on the exact key concept in the set question, covering the whole of set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
B6H	30	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing and substantiated judgement covering the whole of the set period.
B6S	27	The response engages with the key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and coherent essay with a convincing and substantiated judgement covering nearly all of the set period.

<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
B5H	25	The response engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay. The essay will be analytical, evaluative and well written with a balanced and appropriate judgement covering most or all of the set period.
B5S	23	The response has a focus on debating the key concept set throughout most of the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering some or most of the set period.
B5C	21	The response begins to show some of the characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period]</i>

<b>Band 4 CHARACTERISTICS</b>		<i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
B4H	20	The response will feature some meaningful discussion of how and why the main developments, events or factors had an impact on the key concept in the set question over some or most of the period set. There will be an attempt at a balanced and supported judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept in the question set, often with a series of mini judgements. There may be an attempt to consider a series of developments, events or factors in relation to the key concept set over some or most of the period. There may well be some listing of developments and some drift.

<b>Band 3 CHARACTERISTICS</b>		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
B3H	15	The response is based on a series of assertions, developments or factors over the period rather than the key concept in the question set. The response does offer a limited but valid judgement.
B3S	13	The response tends to be in the form of a generalised, listing of developments and factors.

<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the TOPIC area and is descriptive.</i>
B2H	8	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
B2S	6	The response is a descriptive account of the developments and factors related to the topic area with no judgement attempted.

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