



GCE MARK SCHEME

SUMMER 2017

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 2017 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 focused 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.

To what extent were the Pretenders the main threat to the establishment of the Tudor dynasty during the period 1485-1509?

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 Pretenders were the main threat to the establishment of the Tudor dynasty during the period 1485-1509. 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 question.

Candidates will offer an analysis and evaluation of the extent to which the Pretenders were the main threat to the establishment of the Tudor dynasty during the period 1485-1509. In order to reach a substantiated judgement about this proposition, candidates may argue that the Pretenders may have been the main threat to the establishment of the Tudor dynasty. The response might support this proposition by considering issues such as:

- the Pretenders undermined confidence in the longevity of the dynasty
- the propaganda associated with the Pretenders undermined the King's standing and reputation
- Henry VIII's failure to eliminate the threat posed by the Pretenders over a fourteen year period gave the impression of weakness and damaged the Crown's prestige.
- the Pretenders encouraged opposition against the Crown both at home and abroad

Candidates might consider challenging the proposition in the question by arguing that in some respects the Pretenders were but one among many threats to the establishment of the dynasty in this period. The response might consider issues such as:

- the threat posed by weak and inefficient government particularly in the regions
- the potential threat posed by disaffected nobility
- the threat of invasion and/or rebellion
- the threat posed by foreign powers such as France, Burgundy and Scotland
- the threat posed by bankruptcy and insolvency

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Pretenders were the main threat to the establishment of the Tudor dynasty during the period 1485-1509.

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.

‘The main reason for the failure of rebellions in the period between 1536 and 1558 was the strength of the Crown.’ 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 failure of rebellions between 1536 and 1558 was caused by the strength of the Crown. 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 question.

Candidates will offer an analysis and evaluation of the extent to which the failure of rebellions between 1536 and 1558 was caused by the strength of the Crown. In order to reach a substantiated judgement about this proposition, candidates may argue that rebellions failed largely because of the strength of the Crown. The response might support this proposition by considering issues such as:

- strong reaction of the Crown in quashing the rebellions
- military resources at disposal of the authorities
- expert and experienced military leadership available to the Crown
- propagandist value of monarchical authority and notion of Great Chain of Being

Candidates might consider challenging the proposition in the question by arguing that in some respects the strength of the Crown was but one among many other factors that caused the failure of rebellions. The response might consider issues such as:

- the rebel leaders of the Western, Kett and Wyatt rebellions made serious mistakes
- apart from Wyatt the rebel leaders had little or no military experience
- overconfidence of leadership due to vast numbers of rebel supporters
- apart from Wyatt the rebel leaders had no post-rebellion strategy
- difficulties of organising, supplying and sustaining such large numbers of followers
- short-term nature of support for rebellion by majority of peasant rebels

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the strength of the Crown was the main reason for the failure of rebellions in this period 1536-1558.

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 focused 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 Edward VI's Protestant Reformation was the most significant change in religion in Wales and England between 1529 and 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 Edward VI's Protestant Reformation was the most significant change in religion in Wales and England between 1529 and 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 question.

Candidates will offer an analysis and evaluation of the extent to which Edward VI's Protestant Reformation was the most significant change in religion in Wales and England between 1529 and 1588. In order to reach a substantiated judgement about this proposition, candidates may argue that Edward VI's Protestant Reformation was by far the most significant religious change. The response might support this proposition by considering issues such as:

- 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
- phased introduction of more radical Protestant doctrine – Prayer Books of 1549 and 1552
- the Dissolution of the Chantries swept away last visible vestiges of Catholic worship.
- adoption of English as language of worship and scripture

Candidates might consider challenging the proposition in the question by arguing that there were many more significant changes in religion other than the Protestant Reformation of Edward VI. The response might consider alternate factors such as:

- the Break with Rome of 1534 led to a political and diplomatic shift in relations with Europe
- the Dissolution of the Monasteries (1536-1540) fundamentally altered the balance and make-up of the Church between the secular and regular Church
- the translation of the Scriptures into the vernacular spread ideas and encouraged the Reformation
- the Elizabethan Church Settlement tried to maintain a balance between Protestants and Catholics
- restoring the Pope brought the English Church back into the European fold
- nature and impact of the persecution of Protestants on the thoughts and attitudes of the people
- restoration of Roman Catholic doctrine and church services under Mary backed by the restoration of the Pope as head of the Church

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Edward VI's Protestant Reformation was the most significant change in religion in Wales and England between 1529 and 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.

How far did the relationship between Wales and England change between 1530 and 1603?

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 relationship between Wales and England changed between 1530 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 question.

Candidates will offer an analysis and evaluation of the extent to which the relationship between Wales and England changed between 1530 and 1603. In order to reach a substantiated judgement about this proposition, candidates may argue that the relationship between Wales and England changed a great deal in this period. The response might support this proposition by considering issues such as:

- legislation passed by government to administer Wales and the Marches such as the pre-Union laws and Acts of Union
- establishment of English law applicable across whole of Wales and Marches.
- changing attitude towards the political situation in Wales and existence of Marcher Lordships
- abolition of Marcher Lords and their Lordships
- appointment of English law enforcement offices and courts such as JPs and Quarter Sessions
- representation of Wales in Parliament
- use of the English language in government, law and business

Candidates might consider challenging the proposition in the question by arguing that the relationship between Wales and England did not substantially change between 1530 and 1603. The response might consider alternate factors such as:

- Wales remained detached as a self-governing part of the kingdom with its own pre-1530s Council
- use of the English language in government, law and business had been developing for two centuries before 1530
- JPs had been introduced to crown counties in Wales prior to 1530
- Wales remained economically tied to English markets and businesses

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the relationship between Wales and England changed between 1530 and 1603.

ASSESSMENT GRID FOR UNIT 1 (SECTIONS A AND B) QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band 6 CHARACTERISTICS		<i>The response is fully focussed on the exact key concept in the set question, covering the whole of the 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.
B6M	28	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 convincing and substantiated judgement covering the whole of the set period.
B6L	26	The response begins to show some characteristics of Band 6
Band 5 CHARACTERISTICS		<i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the set 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 clearly engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering most of the set period.
B5M	23	The response engages with the key concept and offers a debate regarding the range of issues arising from the question 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 most of the set period.
B5L	21	The response begins to show some characteristics of Band 5. <i>[This can also be used for good responses that don't cover most of the period set especially in Section B question].</i>
Band 4 CHARACTERISTICS		<i>The response has some focus on the key concept in the set question covering some to most 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 be mainly focussed on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question over most of the set period. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors in relation to the key concept over most of the set period. There may be some listing of developments and a series of mini judgements. There will be a balanced final judgement but there may well be some drift.
B4L	16	The response begins to show some characteristics of Band 4.

Band 3 CHARACTERISTICS		<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 tends to focus on using a highly structured (<i>mechanistic/formulaic</i>) series of developments, events and/or factors over the period rather than discussing the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - [<i>the yes/no – for and against – essay</i>].
B3M	13	The response tends to be in the form of a generalised, listing of developments, events and/or factors. There may be a weak focus and imbalanced judgement on the key concept in the question set [<i>the yes (or no) imbalanced essay</i>]. Also use if the answers do not deal adequately with the key concept or with any counter arguments or for answers which provide an imbalanced argument.
B3L	11	The response begins to show some characteristics of Band 3. (<i>Use if only the provided factor is discussed in terms of the key concept with no debate</i>).
Band 2 CHARACTERISTICS		<i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i>
B2H	10	The response is a predominantly descriptive account of the developments, events and/or factors of the topic area. There may be a “tagged on” [<i>throwaway / simplistic / bolt-on</i>] judgement referring to the key concept in the set question which is not appropriately supported. Accept an inferred or implied judgement here.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and/or factors related to the topic area. No judgement is attempted here.
B2L	6	The response begins to show some characteristics of Band 2.
Band 1 CHARACTERISTICS		<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.
B1L	3	The response is very brief and/or largely irrelevant to the concept set.
	0	Use for incorrect answers.