



GCE MARK SCHEME

SUMMER 2017

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 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 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 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 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. Thirdly 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 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.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying religious change 1536-1550.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of primary source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the primary sources in their historical context. To judge value to an historian, there should also be analysis and evaluation of the content and the authorship of the primary sources.

Candidates will consider the value of the sources to an historian studying religious change 1536-1550. Understanding of the historical context should be demonstrated to analyse and evaluate the value of the sources to the particular enquiry. Appropriate observations in the analysis and evaluation of the sources may include:

- Robert Aske, the author of Source A, was clearly critical of the motives of the government in closing down the monasteries. He believes Cromwell was behind the dissolution of the monasteries and stresses how much they would be missed. He is also concerned at the change in the quality of religious worship which has diminished. The religious experience of the average worshipper has been irreparably damaged. Although the evidence has been given under duress following his arrest, there is no reason to question the authenticity of what Aske says. The source is very valuable to an historian studying religious change as it clearly shows evidence for the negative attitude of many people to religious change in the late 1530s.
- De Marrillac offers a foreigner's view of events in England in the late 1530s but he is clearly biased. As a Catholic he is unimpressed by Cromwell's religious reforms. He is clearly no friend of Cromwell's whom he states is on the point of being dismissed by the King. Marrillac suggests that the religious changes introduced by Cromwell have caused so many complaints that the King has turned against Cromwell. The King may be fearful of provoking another rebellion such as the Pilgrimage of Grace which is part of the context surrounding Source A. The fact that Pope Paul blames Henry VIII of favouring Lutheranism suggests that some people believed that Cromwell was merely acting on the King's orders. The source, despite its bias, has real value in showing how religious change in England by the late 1530s was seen in Catholic Europe.
- Sermons from St. Paul's Cross were established affairs at this time with the preacher invited to preach on behalf of the government. Caston was thus preaching with the blessing of the Protestant government and church under Edward VI, his chief minister the Duke of Northumberland and Archbishop Thomas Cranmer. The evidence in Source C is drawn from a monastic chronicle which has been continued after the dissolution of the Greyfriars monastery in London in 1537 which suggests that the author of the source is likely to have been connected with the monastery, perhaps an ex-monk. This suggests that he might be biased against the effect of religious change, but, apart from his obvious disdain for Cranmer, he does not show this in his writing. He faithfully records the significant religious changes being enacted by the government. Part of the value of the source to a study of religious change is that it shows that former monks had some support for the changes.

Overall, candidates will assess the value of the sources to an historian studying religious change 1536-1550. They are 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.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

Focus: *Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within its historical context*

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the given sources involving full and valid consideration of the content, provenance and tone of the sources; full understanding shown of the correct historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying a particular issue.</i>
B6H	30	The response shows accurate and sustained source evaluation using the content and attributions to deal with the strengths and limitations of each of the three sources, setting the response in the correct historical context and covering all of the period set in the enquiry. There will be a sustained and fully substantiated judgement on both the individual and collective values of all three sources to an historian studying the particular issue.
B6L	26	The response begins to show some characteristics of Band 6.
Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the given sources involving valid consideration of the content, provenance and tone of the sources; understanding shown of the correct 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>
B5H	25	The response shows accurate source evaluation using the content and attributions to deal with the strengths and limitations of each of the three sources, setting the response in the correct historical context and covering most of the period set in the enquiry. There will be a valid judgement on the value of all three sources to an historian studying the particular issue.
B5L	23	The response begins to show some characteristics of Band 5.
Band 4 CHARACTERISTICS		<i>Clearly attempts an analysis and evaluation of the given sources in relation to the historical context of the set enquiry with some consideration of the content, provenance and tone of the sources; a sound judgement is seen regarding the value of all or some of the three sources.</i>
B4H	20	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the historical context. The judgement on value will be clear and supported on all three sources.
B4M	18	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the historical context. There will be some issues with imbalance in the treatment of the sources. The judgement on value will be clear on some or all of the three sources but with some general comments.
B4L	16	The response begins to show some characteristics of Band 4. Value to the historian is seen here but the reference will be limited and not sustained.

Band 3 CHARACTERISTICS		<i>Mechanistic use of the content and attributions of the given sources to discuss their utility; begins to show some general awareness of the historical context relating to the set enquiry; limited judgement on the utility of all or some of the sources.</i>
B3H	15	The response is able to discuss the strengths and/or limitations of the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a judgement on the utility of all of the sources.
B3M	13	The response is able to discuss the strengths and/or limitations of some 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 the utility of some of the three sources.
B3L	11	The response begins to show some characteristics of Band 3. Also use if only one attribution is attempted to show utility.
Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content of the given sources to show their utility; little understanding of the historical context is seen.</i>
B2H	10	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their content mostly; any references to the historical context will be general and vague. There will be a limited judgement on the utility of at least one of the sources.
B2M	8	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their content and omissions with some imbalance; any references to the historical context will be very general and vague.
B2L	6	The response trawls through the sources only.
Band 1 CHARACTERISTICS		<i>Copies or paraphrases from content or attributions of the given sources.</i>
B1H	5	Paraphrases from all of the three sources and/or attributions or plain narrative.
B1L	3	Copies from one or two of the 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 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 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. Thirdly 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 Wales experienced substantial change in the 1530s and 1540s?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided extracts 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 Wales experienced substantial change in the 1530s and 1540s.

Candidates are invited to enter into a debate about the validity of the view that Wales experienced substantial change in the 1530s and 1540s. Learners will consider different interpretations of this issue within the wider historical debate about changes in Wales during the 1530s and 1540s. Some of the issues to consider may include:

- Interpretation 1 argues that Wales experienced substantial change during the 1530s and 1540s. In analysing and evaluating Interpretation 1 answers might assert that the author W. Ogwen Williams, is an academic historian and specialist in Welsh Tudor political history. His scholarly reputation was based on a study of Tudor court records. He is convinced that there is evidence of significant change which he lists in the extract. To him there is no doubt that Wales was transformed by Tudor legislation enacted by Cromwell. To him the changes are proof of a 'revolution in government'. He is representative of a traditional school of thought about the effects of union.
- Interpretation 2 argues that Wales did not experience substantial change during this period. In analysing and evaluating Interpretation 2 answers might assert that the author Glyn Roberts is an academic historian who specialises in Welsh social history. Roberts is from a school of history that is more modern and offers a counter argument that largely rejects the notion that Wales experienced significant change in this period. He believes that the evidence of change has been exaggerated especially in terms of a so-called Crowell-inspired 'revolution in government'. Roberts is keen to emphasise continuity rather than change which directly conflicts with the first interpretation.
- Candidates may show awareness of the wider historical debate surrounding this issue such as the idea that the changes in Wales were an integral part of Cromwell's planned and carefully executed 'revolution in government'. On the other hand, candidates may argue that there was a middle way with some change but it was certainly not as substantial as has been claimed.

Overall candidates will analyse both interpretations using their own understanding of the 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 Wales experienced substantial change in this period.

ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

Focus: *Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.*

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the provided extracts which is used effectively to show understanding of how and why different interpretations have been formed in relation to the set enquiry; sustained judgement seen regarding validity.</i>
B6H	30	The response fully integrates discussion of the content and authorship of both extracts together with knowledge and understanding of other possible interpretations of the set issue to reach a valid and substantiated judgement regarding the interpretation set in the question. The response should show a firm grasp of the wider debate and how interpretations have been formed in relation to context and authorship.
B6M	28	The response accurately discusses the content and authorship of both extracts together with understanding of other possible interpretations of the set issue to offer a substantiated judgement in relation to the interpretation set in the question.
B6L	26	The response begins to show some characteristics of Band 6.
Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the provided extracts to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity.</i>
B5H	25	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows clear understanding of other possible interpretations of the issue. The response will show a clear grasp of the wider debate regarding the issue.
B5M	23	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows clear understanding of other possible interpretations of the issue. The response needs to indicate how and why interpretations are formed based on the content and especially the authorship of the extracts.
B5L	21	The response begins to show some characteristics of Band 5.
Band 4 CHARACTERISTICS		<i>Some valid analysis and evaluation of the provided extracts with some knowledge of other possible interpretations to reach a judgement on the specific enquiry.</i>
B4H	20	The response discusses the content and authorship of both extracts to offer a valid judgement on the given interpretation and shows understanding of other possible interpretations of this issue. The response needs some reference to both interpretations and discussion of why the authorship of at least one extract helps to explain any differences in interpretations.
B4M	18	The response discusses the content and authorship of both extracts to offer a valid judgement on the given interpretation and shows awareness of other possible interpretations of the issue. The response will have some general reference to the authorship.
B4L	16	The response begins to show some characteristics of Band 4.

Band 3 CHARACTERISTICS		<i>Mechanistic focus on the content and authorship of the extracts to identify and compare interpretations; should show awareness of other possible interpretations; any judgement will be limited.</i>
B3H	15	The response attempts to compare the content and authorship of both extracts to identify different interpretations; will show some awareness of other possible interpretations; will offer a limited judgement on validity in relation to the interpretation set.
B3M	13	The response attempts to compare the content and authorship of both extracts to identify different interpretations; will offer a 'bolt-on' judgement on validity in relation to the interpretation set.
B3L	11	The response begins to show some characteristics of Band 3.
Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content of the given extracts only.</i>
B2H	10	The response attempts to consider the content of both extracts to show differences between interpretations and provides a judgement.
B2M	8	The response either begins to use the content of both extracts to identify some of the differences between the presented interpretations.
B2L	6	The response begins to show some characteristics of Band 2 such as considering the content of only one of the extracts.
Band 1 CHARACTERISTICS		<i>Copies or paraphrases from the content of the extracts.</i>
B1H	5	Basic comprehension and paraphrasing from the content of both extracts.
B1L	3	Basic comprehension or copying from the content of one of the extracts.
	0	Use for incorrect answers.