



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2017

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 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 3

BREADTH STUDY 1

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

MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

The questions each assess assessment objective. 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 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.

How far do you agree that the Statute of Rhuddlan was the most significant development in the government of Wales in the period 1240-1301?

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 Statute of Rhuddlan was the most significant development in the government of Wales in the period 1240-1301. They will consider a range of key concepts such as causation, consequences, 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 Statute of Rhuddlan was the most significant development in the government of Wales between 1240-1301. In order to reach a substantiated judgement about this issue, candidates may argue that the Statute of Rhuddlan was the most significant development in the government of Wales in the period 1240-1301. The response might support this proposition by considering issues such as:

- the Statute of Rhuddlan marked the end of Welsh independence and the beginning of English rule
- the Statute was an English law passed by Parliament and imposed on Wales
- it effectively divided Wales into two political regions - Crown and Marcher
- it gave the Marcher Lords the freedom to govern their lordships largely free of royal control
- the Statute imposed English law and customs on the Crown lands of Wales

Candidates might consider challenging the proposition in the question by arguing that there were other significant developments in the government of Wales 1240-1301 besides the Statute of Rhuddlan. The response might consider issues such as:

- the deaths of Llywelyn the Great and Llywelyn the Last both significantly affected political developments in Wales
- the treaties of Montgomery and Aberconwy both marked turning points in the political relationship between the Welsh and English.
- the military defeat of the Welsh in 1283 marked the conquest of Wales and greatly changed its government
- the building of castles and walled towns affected the political government of Wales
- the creation of an English 'Prince of Wales' in 1301 showed the determination of the Crown to bind Welsh and English rule

Overall candidates will offer a debate and come to a substantial judgement regarding the extent to which the Statute of Rhuddlan was the most significant development in the government of Wales in the period 1240-1301.

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.

'Rebellion and resistance in Wales in the period between 1370 and 1415 was motivated mainly by economic grievances.' 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 rebellion and resistance in Wales in the period between 1370 and 1415 was motivated mainly by economic grievances. 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 economic grievances were the main motivation for rebellion and resistance in Wales between 1370 and 1415. In order to reach a substantiated judgement about this issue, candidates may argue that economic grievances were the main motivation for rebellion and resistance in Wales. The response might support this proposition by considering issues such as:

- many Welsh gentry lost land and tenants
- smaller estates led to a drop in annual revenue
- the gentry's dwindling estates damaged their prestige
- loss of income impacted on patronage and the ability to reward servants
- the native gentry had to pay high taxes imposed by the English administration

Candidates might consider challenging the proposition in the question by arguing that there were other factors besides economic grievances that caused rebellion and resistance in Wales in this period. The response might consider issues such as:

- racial and social tensions increased friction between Welsh and English
- political grievances due to dwindling local power and lack of sensitivity of English Marcher lords
- loss of authority due to English appointed office holders
- power and influence of bards as propagandists

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which economic grievances mainly motivated rebellion and resistance in Wales in the period between 1370 and 1415.

INDICATIVE CONTENT FOR QUESTION 3 (COMPULSORY)

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 the rise of the gentry the most significant change in society in Wales between 1284-1415?

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 gentry was the most significant change in society in Wales between 1284-1415. 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 significance of the rise of the gentry. In order to reach a substantiated judgement about this issue, candidates may argue that the rise of the gentry was the most significant change in society in Wales between 1284-1415. The response might support this proposition by considering issues such as:

- transition from princely to gentry status for the top tier of landholding families
- rise of non-princely landholders to join former princely families
- English land law enabling enterprising Welshmen to purchase estates
- office-holding opportunities for Welshmen to serve the English crown and Marcher lords in governing local population

Candidates might consider challenging the proposition in the question by arguing that there were other significant changes in society in Wales besides the rise of the gentry between 1284 and 1415. The response might consider issues such as:

- legal changes such as adoption of English laws and gradual decline of Welsh law
- political and administrative changes such as development of Crown lands and Marcher lordships with new offices and powers had major impact on Welsh society
- the militarisation and plantation of Wales including the growth of castles and English-only towns
- social and economic changes due to Black Death, population rise and fall, population movement, increase in cross border trade

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the rise of the gentry was the most significant change in society in Wales between 1284-1415.

ASSESSMENT GRID FOR ALL QUESTIONS ON UNIT 3

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 specifically focused on discussing the key concept in the question set; it demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme; it provides a substantiated, sustained and integrated judgement covering the whole or nearly all of the set period</i>
B6H	30	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides a fully evaluative and lucid essay with a fully convincing substantiated judgement covering the whole of the set period.
B6M	28	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides an evaluative and lucid essay with a substantiated judgement covering nearly all 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 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 covering the greater part of the set period</i>
B5H	25	The response clearly engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout the essay; the response provides an evaluative and well written essay with a balanced and appropriate judgement covering the greater part of the set period
B5M	23	The response engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout most of the essay; the response provides an evaluative and well written essay with a mostly balanced and appropriate judgement covering the greater part of the set period
B5L	21	The response begins to show some characteristics of Band 5

Band 4 CHARACTERISTICS		<i>The response has some focus on 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 generally supported and balanced judgement covering most of the set period.</i>
B4H	20	The response will be mainly focused on debating the key concept in the question set. There will be some meaningful discussion of how the main features and characteristics associated with the theme impacted on the key concept 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 discuss how certain features and characteristics associated with the theme related to the key concept over most of the period. There will be a balanced judgement but there may well be some drift. <i>[Note that a general discussion of a number of factors supported by a judgement with a series of mini judgements at the end of each paragraph can be credited here.]</i>
B4L	16	The response begins to show some characteristics of Band 4

Band 3 CHARACTERISTICS		<i>The response has some accurate and relevant knowledge of the main issues associated with the relevant theme; there may be some weak reference to the key concept in the question set but it is usually restricted to a “for and against” discussion with some patchy period coverage</i>
B3H	15	The response tends to focus on using a highly structured series of features and characteristics associated with the theme rather than attempting to address the key concept in the question set. There will be reasonable period coverage and the response will 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 features and characteristics associated with the theme. There may be a weak focus and imbalanced judgement on the key concept in the question set.
B3L	11	The response begins to show some characteristics of Band 3

Band 2 CHARACTERISTICS		<i>The response is largely based on the general theme but is descriptive in tone with only very limited focus on discussing the key concept in the set question; period coverage will be narrow or lack chronology</i>
B2H	8	The response is a predominantly descriptive account of the features and characteristics associated with the theme. 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.
B2L	6	The response is limited to a descriptive account of the features and characteristics associated with the theme - basically narrative with no judgement attempted.

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 associated theme.
B1L	3	The response is very brief and / or largely irrelevant.
	0	Use for incorrect answers