



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2017

HISTORY - UNIT 4  
DEPTH STUDY 1  
THE MID TUDOR CRISIS IN WALES AND ENGLAND,  
c. 1529-1570

PART 2: CHALLENGES FACING MARY AND ELIZABETH,  
c. 1553-1570

1100U10-1

## **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.

# HISTORY

## MARK SCHEME

### UNIT 4

#### DEPTH STUDY 1

##### THE MID TUDOR CRISIS IN WALES AND ENGLAND, c. 1529-1570

##### PART 2: CHALLENGES FACING MARY AND ELIZABETH, c. 1553-1570

### Marking guidance for examiners

#### Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

#### The structure of the mark scheme

The mark scheme for Question 1 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 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 band 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 the challenges facing Mary and Elizabeth in the period between 1553 and 1570.**

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 on their historical context. To judge their value to an historian there should also be analysis and evaluation of the content and the authorship of the primary sources.

In analysing and evaluating the primary source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the value of the sources to an historian studying the challenges facing Mary and Elizabeth in the period between 1553 and 1570. Understanding of the historical context should also 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:

- Source A deals with the political/dynastic challenge facing Mary at the onset of her reign. Source A is an extract from a letter written by the imprisoned Lady Jane Grey to her captor and cousin Queen Mary. Candidates should use their understanding of the historical context to identify this source as showing some of the challenges facing Mary in terms of the plotting that went on prior to the attempted seizure of the Crown in the name of Queen Jane and the manipulation of a young girl by ambitious and unscrupulous politicians. This source is particularly valuable in studying the challenges to Mary because it shows how volatile the political situation was in England at this time. Some of these nobles were as much a threat to Mary as they had been to Jane. The author of Source A, Jane Grey, is anxious to convince Queen Mary that although she is guilty of plotting to seize the throne she did so on the advice of powerful and dangerous men. This gives the historian valuable evidence of the particular challenge facing Mary - who can she trust to advise her and run her government?

- Source B is a letter from Renard, the Spanish ambassador, to his master King Philip of Spain, the husband of Queen Mary of England. Candidates should use their understanding of the historical context to identify this source being valuable in showing the challenges facing Mary in terms of the resistance to and enforcement of her religious policy. Scrutiny of the content of the source will show that Renard has serious concerns about the harsh religious policy being pursued by the Queen. The tone of the source is one of exasperation for it seems that, though he was one of the Queen's senior advisers, his advice on how to deal with the Protestant heretics is not being heeded. He is fearful that if this harsh policy of persecution and punishment is pushed too far the people will rebel. He is perhaps hoping that Philip will respond to his appeal and try to restrain Mary. In this way, Source B is of considerable value to an historian studying the religious challenges facing Mary in particular as it shows that even some of the Queen's own advisers did not agree with the religious policy being enacted. This source challenges the perception that the policy of persecution was initiated by hard-line Spanish advisers at the court. It was a specifically English rather than a Spanish policy. It also shows the nature of the resistance to Mary's policy of re-catholicising England.
- Sources A and B show significant aspects of the religious and political challenges facing Mary whereas Source C offers a different perspective. It is a report compiled by Bishop Richard Davies on the state of religion in his diocese which has been sent to the government. Candidates should use their understanding of the historical context to identify this source being valuable to a study of the challenges facing Elizabeth in terms of the difficulties encountered by loyal bishops trying to enforce the government's religious policy. The source is crucial in demonstrating the serious problems facing Elizabeth in that some of the difficulties encountered by the government are self-inflicted. Bishop Davies is exasperated by the attitude of some royal officials who have hindered rather than helped him enforce the Crown's religious policy. He even has to plead with the central government to ensure that he and his diocese will no longer be 'further troubled, spoiled, exploited or impoverished'. Elizabeth was proving to be as ruthless as her father Henry VIII in draining the Church of its wealth in order to fill the Crown's coffers. The tone of the source is one of anger and frustration. Understanding of the historical context will confirm the complex nature of religious change and the attitude of ordinary persons to those officials who have the power to hinder, help or exploit the Church. The challenge facing Elizabeth is very much in terms of ensuring that her own royal officials are working together rather than against each other.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying the challenges facing Mary and Elizabeth in the period between 1553 and 1570 and are able to demonstrate that value through consideration of the tone and nature of the sources and understanding of the historical context.

## ASSESSMENT GRID FOR QUESTION 1

Target AO2

Total mark: 30

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

<b>Band 6 CHARACTERISTICS</b>		<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 value of all three sources to an historian studying the particular issue.
B6L	26	The response begins to show some characteristics of Band 6.
<b>Band 5 CHARACTERISTICS</b>		<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.
<b>Band 4 CHARACTERISTICS</b>		<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 all 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.

<b>Band 3 CHARACTERISTICS</b>		<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 two 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.
<b>Band 2 CHARACTERISTICS</b>		<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.
<b>Band 1 CHARACTERISTICS</b>		<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 three sources and/or attributions.
	0	Use for incorrect answers.

**Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study where relevant.**

## QUESTIONS 2 AND 3

### Marking guidance for examiners

#### Summary of assessment objectives for Question 2 and 3

Both 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 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 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 political ambition was mainly responsible for rebellion in the period 1554-1569?**

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 political ambition was mainly responsible for rebellion in the period 1554-1569. 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.

In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which political ambition was mainly responsible for rebellion in the period 1554-1569. In

### 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.*

### **'The creation of landed estates had the most significant impact on the lives of the people of Wales and England in the period 1553-1570.'** **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 the most significant impact on the lives of the people in Wales and England between 1553 and 1570 was the creation of landed estates. 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.

In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of whether the most significant impact on the lives of the people in Wales and England between 1553 and 1570 was the creation of landed estates. In order to reach a substantiated judgement about this issue, candidates may argue that the creation of landed estates had the most significant impact on people's lives. The response might support the proposition by considering:

- the Welsh gentry benefitted from the legal changes enacted in the Acts of Union enabling them to purchase, consolidate and pass on intact their estates
- growing wealth of the trade and merchant classes in towns such as Haverfordwest, Carmarthen, Norwich and Bristol enabled them to purchase country estates
- lesser landowners such as husbandmen and yeomen were able to purchase land to add to their growing landholdings
- greater availability of land due to trade in former monastic and chantry lands but also increasing enclosure of common land
- the consolidation and establishment of landed estates led to pressure on the agricultural workforce

Candidates might consider challenging the proposition in the question by arguing that the creation of landed estates was but one among a number of other equally significant developments that had an impact on the lives of the people of Wales and England. The response might consider:

- economic developments such as rising inflation, increases in food prices leading to starvation and food riots had a significant impact during this period.
- social advance was another significant development with new concepts of gentility enabling merchants and tradesmen acquire the trappings of gentry status such as coats of arms. Social status based more on wealth than pedigree was evolving.
- the growth of towns and trade was a significant development leading to better road links hence the Highways Act of 1555 and sea-borne trade with Europe and further afield such as the fisheries of Greenland.
- religious developments were of major significance during this period witnessing three changes in the state religion and the development of religious non-conformity

Overall candidates will offer a debate and come to a substantiated judgement regarding the whether the most significant impact on the lives of the people in Wales and England between 1553 and 1570 was the creation of landed estates.

## ASSESSMENT GRID FOR QUESTIONS 2 AND 3

Target AO1

Total mark: 30

*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.*

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focused on the exact key concept in the set question, covering 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
<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focused 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 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].</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 be mainly focused 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 period set. 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

<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 tends to focus on using a highly structured ( <i>mechanistic/formulaic</i> ) series of developments, events and/or factors over the period rather than 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 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
<b>Band 2 CHARACTERISTICS</b>		<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.
<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.
B1L	3	The response is very brief and/or largely irrelevant to the concept set.
	0	Use for incorrect answers

**Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study where relevant.**