



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 4  
DEPTH STUDY 1

THE MID TUDOR CRISIS IN WALES AND ENGLAND,  
c. 1553-1570

1100U10-1

## **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.

**WJEC GCE A LEVEL**

**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**

**MARK SCHEME SUMMER 2018**

**QUESTION 1**

**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 problems facing Mary I in the period 1554-1556.**

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. In analysing and evaluating the provided 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 three sources in their historical context and also consider the value of the sources to an historian studying the problems facing Mary I in the period between 1554 and 1556. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis of the value of the sources may include:

- Source A is a pamphlet published abroad by an exiled Protestant cleric Thomas Becon. Candidates should use their understanding of the historical context to identify this source as an aspect of the challenges facing Mary in terms of its critical misogynistic tone and implied criticism of the Crown's pro-Catholic religious policy. It is written during the Marian period of re-introducing Catholicism. Scrutiny of the content of the source will show that Becon has serious concerns about Mary's ability to govern the kingdom effectively. In fact, he questions the very nature of female rule. The tone of the source is one of bitterness and regret for it seems that God was punishing Englishmen for some reason. He is clearly biased and is a strong opponent of the Queen on both gender and religious grounds. In this way, Source A is of considerable value to an historian studying the problems facing Mary, as it shows that the idea of rule by a female was repugnant to many men at this time. This source shows the difficulties facing Mary in being a ruler in a world dominated by men.
- Source B deals with the political/dynastic challenge facing Mary from her successor's point of view. Source B is an extract from a letter written by the soon to be imprisoned Princess Elizabeth to her sister Queen Mary after the failed Wyatt rebellion in 1554. Candidates should use their understanding of the historical context to identify this source as an aspect of the challenges facing Mary in terms of the plotting that went on after her accession to the throne and the possible manipulation of a young girl by ambitious and unscrupulous politicians. This source is particularly valuable because it shows how volatile the political situation was in England at this time. Some of the powerful nobles were as much a threat to Elizabeth as to Mary because they were being advised and manipulated by self-interested parties.

The author of Source B, Princess Elizabeth, is anxious to convince Queen Mary that she is not guilty of plotting to usurp the queen and that she has been linked to Wyatt's rebellion mainly by rumour. This gives the historian valuable evidence of the political challenges facing Mary which have led to possible rebellion.

- Source C offers another perspective of Mary's problems in 1556. It is a letter sent by a desperate Mary to her father-in-law Charles V asking for his help. At the time the queen was facing increasing opposition to the burning of Protestant heretics and to her religious policy in general. She appears struggling to maintain control and is keen for her husband King Phillip, to return to England. Mary believes that his firm hand will quell the opposition and restore the Crown's authority. The letter seems to suggest that Mary, a female, cannot deal with the religious problems without the help of a male, Phillip. This gives the historian valuable evidence of the challenge facing Mary as a female ruler at this time. This source may suggest that the criticism of weak female rule expressed by Becon in Source A may be partially justified.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying the problems facing Mary I in the period between 1554 and 1556 and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

## MARK SCHEME UNIT 4 QUESTION 1

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 4 question 1 also gives a similar breakdown and descriptors.

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the appropriate historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set</i>
<b>ACX, VTH, ATQS OVER THE PERIOD SET</b>		
<b>B6S</b>	<b>30</b>	The response shows accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the appropriate historical context and covering all of the period set in the enquiry. There will be a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.
<b>B6C</b>	<b>27</b>	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 evaluation of the content and attribution of the sources; understanding shown of the appropriate 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>
<b>ACX and VTH</b>		
<b>B5S</b>	<b>25</b>	The response shows accurate source evaluation using the content and attributions of the three sources, setting the response in the appropriate historical context and covering most of the period set in the enquiry. There will be a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
<b>B5C</b>	<b>23</b>	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 general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value to an historian of some or all three sources.</i>
<b>GCX, VTH and U</b>		
<b>B4H</b>	<b>20</b>	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This will be used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable.
<b>B4S</b>	<b>18</b>	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value to an historian will be present on some or all of the three sources though some general comments on utility may be seen.
<b>B4C</b>	<b>16</b>	The response begins to show some characteristics of Band 4 in discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.

<b>Band 3 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i>
<b>Mechanistic V, S&amp;L and U</b>		
<b>B3H</b>	<b>15</b>	The response is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There will be a limited judgement on all of the sources.
<b>B3S</b>	<b>13</b>	The response is able to evaluate some or all 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 some of the sources.
<b>B3C</b>	<b>11</b>	The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted.

<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i>
<b>TRAWL</b>		
<b>B2H</b>	<b>8</b>	The response is able to discuss the strengths and / or limitations of all three sources by focusing on their content and / or attributions.
<b>B2S</b>	<b>6</b>	The response is able to discuss the strengths and / or limitations of some of the three sources by focusing on their content mostly.

<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from content or attributions of the given sources.</i>
<b>COPYING / COMPREHENSION</b>		
<b>B1H</b>	<b>5</b>	Paraphrases from all of the three sources and / or attributions or plain narrative.
<b>B1S</b>	<b>3</b>	Copies from one or two of the three sources and/or attributions.
	<b>0</b>	Use for incorrect answers

## **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 focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to the question chosen is 30.

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

The mark scheme for Questions 2 and 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.

#### **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.*

### **To what extent was the Puritan challenge mainly responsible for the problems facing Elizabeth I in the period 1558-1570?**

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 Puritan challenge was mainly responsible for the problems facing Elizabeth I in the period 1558-1570. 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 the Puritan challenge was mainly responsible for the problems facing Elizabeth I in the period 1558-1570. In order to reach a substantiated judgement about this issue, candidates may argue that the Puritan challenge was mainly responsible for the problems facing Elizabeth I. The response might consider supporting the proposition by considering:

- Religious grievances stemming from the persecution of Protestants during Mary's reign which were inherited by Elizabeth.
- The growth of the Puritan movement was due to dissatisfaction with Elizabeth's religious settlement.
- The increasing political power of Puritans in Parliament was able to challenge Elizabeth's religious policies.
- Sympathy for Puritanism among Elizabeth's senior advisers such as Burghley and Dudley.

Candidates might consider challenging the proposition in the question by arguing that the Puritan challenge was but one of a number of problems facing Elizabeth in this period, some of which may have been more serious. The response might consider:

- Elizabeth inherited a weakened monarchy due to the minority of Edward VI and the divisive rule of Mary.
- The succession of another female head of state caused tension due to prevailing attitudes to gender.
- Opposition from the Pope and the Catholic powers led to excommunication in 1570.
- Elizabeth's more combative character alienated some powerful northern nobles leading to a serious uprising in the late 1560s.
- Weak financial position of the monarchy due to economic problems such as the national debt, high inflation and debasement of the coinage.
- Religious divisions caused problems - the northern earls feared the imposition of a stricter form of Protestantism
- The economic depression led to a rise in poverty and vagrancy which led to higher crime rates.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Puritan challenge was mainly responsible for the problems facing Elizabeth I in the period 1558-1570.

### 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 enclosures were mainly responsible for the changes in the lives of the people of Wales and England in the period 1553-1570?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether enclosures were mainly responsible for the changes in the lives of the people of Wales and England in the period 1553-1570. 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 enclosures were mainly responsible for the changes in the lives of the people of Wales and England in the period 1553-1570. In order to reach a substantiated judgement about this issue, candidates may argue that enclosures were indeed mainly responsible for the changes in the lives of the people of Wales and England in the period 1553-1570. The response might consider supporting the proposition by considering:

- Greater availability of land due to trade in former monastic and chantry lands led to estate consolidation and enclosure.
- The increasing trend to enclose common land led to peasant anger and bitterness.
- Enclosure led to changes in the agricultural industry which moved from arable to pastoral farming.
- Rising unemployment due to changes such as enclosures leading to rising levels of poverty and vagrancy.

Candidates might consider challenging the proposition in the question by arguing that enclosure was but one of a number of other equally significant factors that were responsible for the changes in the lives of the people of Wales and England in the period 1553-1570.

The response might consider:

- Other economic developments such as rising inflation, increases in food prices leading to starvation and food riots were significant indicators of change during this period.
- Social advancement was another significant development with new concepts of gentility enabling merchants and tradesmen to acquire the trappings of gentry status such as coats of arms. Social status based more on wealth than pedigree was evolving.
- Social and economic developments such as the creation of landed estates added to the wealth of rising gentry and merchants.

- The growth of towns and trade were significant developments leading to better road links hence the Highways Act of 1555 and more sea-borne trade with Europe.
- Religious developments were of major significance during this period witnessing major changes in the state religion and the development of religious non-conformity. These had a major impact on the lives of many people in Wales and England.

Overall candidates will offer a debate and come to a substantiated judgement regarding whether enclosures were mainly responsible for the changes in the lives of the people of Wales and England in the period 1553-1570.

## MARK SCHEME UNIT 4 QUESTIONS 2 AND 3

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 4 also gives a similar breakdown 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