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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**HISTORY**

**COMPONENT 1: BRITISH STUDY IN DEPTH**

**1A. Conflict and Upheaval: England, 1337-1381**

**C100UA0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 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.

## MARK SCHEME SUMMER 2019

### Component 1: BRITISH STUDY IN DEPTH

#### 1A: Conflict and Upheaval: England, 1337-1381

#### Instructions for examiners of GCSE History when applying the mark scheme

##### Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

**GCSE History mark schemes are presented in a common format as shown below:**

This section indicates the assessment objective(s) targeted in the question

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3 (a)</i>	<i>AO4</i>
<b>4</b>			<b>4</b>	

Question: e.g. **What can be learnt from Sources A and B about the causes of the Hundred Years' War? [4]**

This is the question and its mark tariff.

##### Band descriptors and mark allocations

	<b>AO3(a) 4 marks</b>	
<b>BAND 2</b>	<b>Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Generalised answer with little analysis, paraphrasing or describing sources only.</b>	<b>1-2</b>

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Use 0 for incorrect or irrelevant answers.

##### **Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the sources show a range of factors caused the Hundred Years' War;*
- *source A shows Philip of France threatened war on England unless peace was made with Scotland;*
- *it shows the links the French had with the Scots and how these caused the Hundred Years' War;*
- *it implies that Philip was a tyrant and deliberately incited the French to war;*
- *source B shows how the war was caused by Edward offering refuge to Robert, Count of Artois;*
- *Edward refused to hand Robert, Count of Artois over to Philip of France;*
- *Aquitaine was confiscated because Edward refused to obey Philip and this continued disobedience caused the war.*

## **Banded mark schemes**

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

### **Banded mark schemes Stage 1 – Deciding on the band**

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

### **Banded mark schemes Stage 2 – Deciding on the mark**

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

## MARK SCHEME

### Component 1: BRITISH STUDY IN DEPTH

#### 1A: Conflict and Upheaval: England, 1337-1381

##### Question 1

Mark allocation:	AO1	AO2	AO3 (a)	AO4
4			4	

Question: **What can be learnt from Sources A and B about the causes of the Hundred Years' War?** [4]

##### Band descriptors and mark allocations

	AO3(a) 4 marks	
<b>BAND 2</b>	<b>Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Generalised answer with little analysis, paraphrasing or describing sources only.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

##### *Indicative content*

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the sources show a range of factors caused the Hundred Years' War;*
- *Source A shows Philip of France threatened war on England unless peace was made with Scotland;*
- *it shows the links the French had with the Scots and how these caused the Hundred Years' War;*
- *it implies that Philip was a tyrant and deliberately incited the French to war;*
- *Source B shows how the war was caused by Edward offering refuge to Robert, Count of Artois;*
- *Edward refused to hand Robert, Count of Artois over to Philip of France;*
- *Aquitaine was confiscated because Edward refused to obey Philip and this continued disobedience caused the war.*

**Question 2**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
8	2		6	

Question: **To what extent does this source accurately reflect the reasons for the Peasants' Revolt? [8]**

**Band descriptors and mark allocations**

	AO1(b) 2 marks		AO3 (a+b) 6 marks		
			<b>BAND 3</b>	Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.	5-6
<b>BAND 2</b>	Demonstrates detailed understanding of the key feature in the question.	2	<b>BAND 2</b>	Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.	3-4
<b>BAND 1</b>	Demonstrates some understanding of the key feature in the question.	1	<b>BAND 1</b>	Very basic judgement reached about the source with little or no analysis or evaluation.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source accurately reflects the reasons for the Peasants' Revolt inasmuch as it highlights the issues of bondage and serfdom which were factors that strongly contributed to the Revolt;*
- *the source clearly shows how the issue of freedom was a factor in causing the Revolt;*
- *it shows how the idea of equality among men was prevalent at this time;*
- *it accurately reflects the reasons for the Peasants' Revolt as it is John Ball speaking to the peasants; he was a major figure before and during the Revolt;*
- *it shows how preachers such as Ball were an influence on the peasants, using Biblical references to highlight their grievances;*
- *the source however, is somewhat narrow in focus, only highlighting a few reasons for the Revolt;*
- *the fact that it is the priest John Ball speaking to the peasants shows how its historical context is narrow, largely focusing on the issues of religion and freedom, rather than a wider range of factors such as the impact of the French Wars and the Poll Tax.*

**Question 3**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
12	4	8		

Question: **Why was the 'Black Prince' a significant figure in the Hundred Years' War?** [12]

**Band descriptors and mark allocations**

	AO1(a+b) 4 marks		AO2 8 marks	
<b>BAND 4</b>	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context.	7-8
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context.	5-6
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key feature in the question.	2	Begins to explain the significance of the identified issue, culminating in a weakly supported judgement.	3-4
<b>BAND 1</b>	Demonstrates basic knowledge and understanding of the key feature in the question.	1	A basic, unsupported explanation is provided regarding significance.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the Black Prince was a very significant figure in the Hundred Years' War;*
- *the Black Prince was Edward III's eldest son and was given the title the Prince of Wales in 1343;*
- *he played a significant role in the Battle of Crecy, holding his position against John of Bohemia's attack, during which John was killed;*
- *he led several significant chevauchees through France, gaining a great deal of plunder and significantly weakening French resistance;*
- *he also played a significant role in the siege of Calais and in the great chevauchee of 1355-56;*
- *this campaign was followed by the Battle of Poitiers, in which the English forces were led by the Black Prince;*
- *the overwhelming English victory was extremely significant as it seriously weakened the French and led to the Treaty of Bretigny in 1360;*
- *he was also significant during the 1360s in maintaining English hegemony;*
- *his illness and withdrawal back to England was a significant factor in the demise of English fortunes;*
- *he was also a significant figure in terms of his popularity in England and his contribution to the chivalric attitudes of the time.*

**Question 4**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>10</b>	<b>2</b>	<b>8</b>		

Question: **Explain the connections between TWO of the following that are to do with the legacy of the Black Death. [10]**

**Band descriptors and mark allocations**

AO1(a+b) 2 marks		AO2 8 marks			
			<b>BAND 4</b>	Fully explains the relevant connections between the chosen features, set within the correct historical context.	7-8
			<b>BAND 3</b>	Explains the connections between the chosen features, set within the correct historical context.	5-6
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	<b>2</b>	<b>BAND 2</b>	Begins to explain the connections between the chosen features.	3-4
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	<b>1</b>	<b>BAND 1</b>	A basic, unsupported explanation of connections between the chosen features.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

*All the historical features mentioned in the question are inter-related; connections identified may include:*

- *the Statute of Labourers is connected to wages as the authorities were determined to prevent wages rising in the wake of the Black Death; the Statute of Labourers sought to restore wages to their pre-plague levels;*
- *labour shortages are connected to wages and the Statute of Labourers as it was because of labour shortages that peasants were able to demand higher wages from lords and seek to move manors; the Statute of Labourers sought to address these issues;*
- *rents are connected to labour shortages and wages as the increased bargaining power of the surviving peasants meant they could negotiate lower rents in tandem with demands for higher wages; in some places the crippling labour shortages led to rents being abolished;*
- *all the issues are connected as they were the results of the Black Death; the labour shortage was a short-term result and this led to changes in wages and rents, shortly later leading to the passing of the Statute of Labourers.*



**Question 5**

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
<b>19</b>	<b>4</b>			<b>12</b>	<b>3</b>

Question: **How far do you agree with this interpretation of the significance of the Peasants' Revolt?** **[16+3]**

**Band descriptors and mark allocations**

	<b>AO1(b) 4 marks</b>		<b>AO4 (a-d) 12 marks</b>	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	<b>4</b>	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	<b>10-12</b>
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	<b>3</b>	Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.	<b>7-9</b>
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	<b>2</b>	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.	<b>4-6</b>
<b>BAND 1</b>	Demonstrates basic understanding of the key feature in the question.	<b>1</b>	Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.	<b>1-3</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the interpretation clearly links the Peasants' Revolt to the ending of serfdom;*
- *the interpretation is based on the understanding that the Peasants' Revolt was a significant success in the short and longer-term;*
- *the interpretation states that the Poll Tax was withdrawn; the King and ruling class learned that common people could not be treated harshly;*
- *the interpretation asserts that the Peasants' Revolt was significant inasmuch as it effectively ended serfdom and in effect the Feudal System;*

- other interpretations may state that the ending of serfdom had begun prior to the Black Death;
- the interpretation fails to take into account the impact of the Black Death on serfdom;
- it also fails to take into account the repression that took place after the Peasants' Revolt and despite the fact that the Poll Tax was withdrawn, the position of the peasants did not improve;
- candidates may assert that the interpretation is written by a supporter of working class rights;
- the interpretation is clearly subjective in its view and is aimed at an audience that would presumably be sympathetic to the views presented;
- the accuracy of the interpretation is therefore subject to debate; it may well accurately reflect the significance of the Peasants' Revolt, but may be narrow in focus;
- it should therefore be viewed as part of a wider historical debate over the issue which includes a range of different interpretations of the significance of the Peasants' Revolt.

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>