GCSE MARKING SCHEME

SUMMER 2022

HISTORY
COMPONENT 1: BRITISH STUDY IN DEPTH
1A. Conflict and Upheaval: England, 1337-1381
C100UA0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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COMPONENT 1: BRITISH STUDY IN DEPTH

1A: CONFLICT AND UPHEAVAL: ENGLAND, 1337-1381

MARK SCHEME SUMMER 2022

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

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

Question: e.g. **What can be learnt from Sources A and B about the factors leading to the Peasants' Revolt, 1381?** **[4]**

This is the question and its mark tariff.

Band descriptors and mark allocations

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

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:

- *both sources show that there were a variety of factors that led to the outbreak of the Peasants' revolts, 1381;*
- *Source A shows that there was resentment against the differences in standards of living; this suggests it was a long-term factor;*
- *it suggests that there was a need for greater equality in England;*
- *it shows the belief that the peasants needed to take action to remedy the injustices that were felt; it clearly shows how it was felt that the King needed to be personally addressed;*
- *Source B shows a short-term cause of the Peasants' revolt; it describes the reaction of the people of Fobbing to the arrival of tax collectors;*
- *it shows the anger people felt against the tax and the way in which they began to challenge authority;*
- *the sources show that there were long and short-term factors that led to the Peasants' Revolt.*

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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.

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Question 1

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

Question: **What can be learnt from Sources A and B about the factors leading to the Peasants' Revolt, 1381? [4]**

Band descriptors and mark allocations

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

- *both sources show that there were a variety of factors that led to the outbreak of the Peasants' Revolt, 1381;*
- *Source A shows that there was resentment against the differences in standards of living; this suggests it was a long-term factor;*
- *it suggests that there was a need for greater equality in England;*
- *it shows the belief that the peasants needed to take action to remedy the injustices that were felt; it clearly shows how it was felt that the King needed to be personally addressed;*
- *Source B shows a short-term cause of the Peasants' revolt; it describes the reaction of the people of Fobbing to the arrival of tax collectors;*
- *it shows the anger people felt against the tax and the way in which they began to challenge authority;*
- *the sources show that there were long and short-term factors that led to the Peasants' Revolt.*

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Question 2

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

Question: **To what extent does this source accurately reflect the longer-term consequences of the Black Death? [8]**

Band descriptors and mark allocations

	AO1(b) 2 marks			**AO3 (a+b) 6 marks**	
			BAND 3	**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**
BAND 2	**Demonstrates detailed understanding of the key feature in the question.**	**2**	**BAND 2**	**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**
BAND 1	**Demonstrates some understanding of the key feature in the question.**	**1**	**BAND 1**	**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 shows the effects that the Black Death had in terms of population reduction and a shortage of labourers;*
- *it shows the Black Death began to have an effect on wages, with wage demands increasing;*
- *to an extent this source accurately reflects the longer-term consequences of the Black Death as the shortage of labourers led to surviving peasants having an increased bargaining power; it is also a personal account which may increase its accuracy;*
- *however, the source is somewhat narrow in its focus as it is an extract from a chronicle written by a priest; he may be influenced by the fact that as part of the Church, which suffered economically as landowners, he may only be focusing on economic consequences;*
- *its focus on the economic consequences fails to take into account the wider longer-term consequences of the Black Death in terms of the Statute of Labourers, rents and wider social consequences such as art and medicine.*

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Question 3

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

Question: **Why did the arrival of the Black Death have a significant impact upon society during this period? [12]**

Band descriptors and mark allocations

	AO1(a+b) 4 marks		**AO2 8 marks**	
BAND 4	**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**
BAND 3	**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**
BAND 2	**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**
BAND 1	**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 arrival of the Black Death had a very significant impact upon society during this period;*
- *at the time of its arrival, England was relatively prosperous and had experienced considerable success in the early stages of the Hundred Years' War; trade had been increasing, a factor also contributing to its prosperity;*
- *the immediate impact of the Black Death was to create a sense of panic and helplessness in society that had a significant impact upon the population;*
- *it had a significant impact not just in terms of immediate mortality, but in how it began to break down the functioning of society;*
- *the manorial system, food production and to a certain extent feudal duties, were all significantly impacted, although basic functions were gradually restored;*
- *the Black Death had an immediate and significant economic impact in terms of how it reduced the labouring population; this would result in unfarmed fields and labour shortages that would have an even greater impact in the following years;*
- *the Black Death also had a significant impact in terms of how contemporaries viewed the disease; the lack of medical knowledge and the suspicion prevalent meant that contemporaries viewed the plague in religious terms, as a punishment;*

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- *the lack of understanding had a significant impact insomuch that villages were abandoned to their fate, resulting in deserted settlements that were not re-inhabited;*
- *the arrival of the Black Death also highlighted the conditions in the towns and cities that exacerbated the spread of the plague; this did result in some efforts being made to clear the filth from the streets and to isolate communities;*
- *the arrival of the Black Death therefore had a wide-ranging and significant impact on many different aspects of society.*

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Question 4

Mark allocation:	*AO1 (a+b)*	*AO2*	*AO3*	*AO4*
10	**2**	**8**		

Question: **Explain the connections between TWO of the following that are to do with the significance of the Peasants' Revolt. [10]**

Band descriptors and mark allocations

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

- *to a certain extent, the chosen issues related to the significance of the Peasants' Revolt are interconnected;*
- *Richard's broken promises to the peasants were in the form of revoked pardons, charters and arrests; they are connected to the Poll Tax insomuch as the abandonment of the tax was the one promise Richard did not abandon;*
- *Richard's broken promises are connected to the control of wages as even though the Poll Tax had been abandoned, immediate circumstances for the peasants did not improve; the breaking of promises by Richard encouraged lords to once again attempt to control wages, undoing some of the progress that had been made in the years following the Black Death;*

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- *Richard's broken promises and the control of wages are connected to the decline of serfdom as these measures, combined with the injurious effects of the Poll Tax, contributed to the increased worth the peasantry had for their labour;*
- *despite the short-term effects of Richard's broken promises, the abandonment of the Poll Tax and attempts to control wages, the decline of serfdom was hastened, and the position of the peasants improved somewhat, albeit from a low base.*

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Question 5

Mark allocation:	*AO1 (b)*	*AO2*	*AO3*	*AO4(a-d)*	*SPaG*
16	**4**			**12**	

Question: **How far do you agree with this interpretation of the role of the 'Black Prince' in shaping the course of the Hundred Years' War? [16]**

Band descriptors and mark allocations

	AO1(b) 4 marks		**AO4 (a-d) 12 marks**	
BAND 4	**Demonstrates very detailed understanding of the key feature in the question.**	**4**	**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.**	**10-12**
BAND 3	**Demonstrates detailed understanding of the key feature in the question.**	**3**	**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.**	**7-9**
BAND 2	**Demonstrates some understanding of the key feature in the question.**	**2**	**Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.**	**4-6**
BAND 1	**Demonstrates basic understanding of the key feature in the question.**	**1**	**Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.**	**1-3**

Use 0 for incorrect or irrelevant answers.

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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 states that Edward Woodstock, the 'Black Prince', was primarily responsible for the series of victories achieved by the English during the Hundred Years' War;*
- *the interpretation partly supports this by referring to the capture of the French King;*
- *the author has based this interpretation on the fact that during the 1340s and 1350s, England experienced considerable success in the War;*
- *the interpretation is accurate to an extent because the Black Prince played a significant role in these battles commencing at the Battle of Crecy in 1346; he was at the forefront of campaigns during this period – at Calais, during the chevauchees of the period and particularly at the Battle of Poitiers in 1356 which resulted in the capture of King John II; these campaigns eventually resulted in the Treaty of Bretigny in 1360, the high point of English success during this period;*
- *however, other interpretations of this issue differ; other historians and commentators would argue that even though the Black Prince was a successful soldier, other factors also contributed to English success in the War;*
- *candidates may assert that the tactics used by the English in general played a significant role in ensuring success; the use of chevauchees as a general tactic by King Edward III greatly weakened the economic strength and morale of the French;*
- *the use of the longbow as a weapon and tactic played a very significant role in several battles, for example at Crecy in 1346; the leadership of Edward in capturing Calais, aided by other factors such as the weakening of Scotland, also contributed to English success;*
- *candidates may also assert that internal problems faced by the French played a role in terms of ineffective leadership, factional fighting and a major peasant rebellion;*
- *candidates may comment upon the fact that the author is writing from a very general perspective; the interpretation is influenced by the medium and audience the author is writing in and for; being a freelance writer and presumably non-specialist, it merely presents a general overview of the role of the Black Prince;*
- *appropriate research may have taken place, but the interpretation is based on the purpose of the article and its intended audience;*
- *it is therefore a limited perspective which is rather narrow in its focus;*
- *it should be viewed as part of a wider historical debate over the issue which includes a range of different interpretations of the role of the Black Prince in shaping the course of the Hundred Years' War.*

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