



GCE MARK SCHEME (New specification - Wales only)

SUMMER 2016

HISTORY - UNIT 2
DEPTH STUDY 1: THE MID-TUDOR CRISIS IN
WALES AND ENGLAND c. 1529-1570

PART 1: PROBLEMS, THREATS AND CHALLENGES
c. 1529-1553

2100U1-1

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

UNIT 2

DEPTH STUDY 1

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

PART 1: PROBLEMS, THREATS AND CHALLENGES c. 1529-1553

MARK SCHEME

Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on the 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 level 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 protest and rebellion in the period 1536-1549.

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.

Candidates will consider the value of the sources to an historian studying protest and rebellion in the period 1536-1549. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- The context of Source A is the threat caused by the Pilgrimage of Grace. Hugh Latimer was clearly critical of the motives of the so-called pilgrims. He believes they were simply rebels operating under a cloak of religious respectability. Sermons from St. Paul's Cross were establishment affairs with the preacher invited to preach on behalf of the government. Latimer was thus biased and not inclined to criticise the king or support the rebels. His sermon was delivered within weeks of the end of the rebellion in 1537.
- The context of Source B is the economic hardship seen in much of Wales and England in the mid 1540s. The Barlow brothers were clerics on the fringes of power. Their concern for the poor and vagrants was palpable but also borne of self-interest. A rebellious population threatened them as much as it threatened the Crown and royal government. Public protest and social disorder was guaranteed to frighten both lay and clerical landowners hence their criticism of the government and the merchants.
- The context of Source C is the outbreak of rebellion in Cornwall and Devon in protest against the Protestant reforms introduced in the name of Edward VI. Paget was a member of the government and one of Protector Somerset's chief advisers. He is clearly speaking his mind and what he believes to be the truth for he is critical of his master's handling of the government of England. Paget is unhappy at having his advice ignored so this is a letter along the lines of 'I told you so'. This is valuable because it is a first-hand account, he is writing as the rebellion unfolds.

Overall, candidates will assess the value of the sources to an historian studying protest and rebellion in the period 1536-1549. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

Focus: Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within its historical context

Band 6 CHARACTERISTICS		<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 all of the given 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 the <i>value</i> of all three sources to an historian studying a particular issue.
B6M	28	The response shows mainly accurate and sustained source evaluation using the content and attributions to deal with the strengths and limitations of all of the given sources setting the response in the correct historical context covering all of the period set in the enquiry. There will be a sustained judgement on the <i>value</i> of all three sources to an historian studying a particular issue.
B6L	26	The response begins to show some characteristics of Band 6

Band 5 CHARACTERISTICS		<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 in each of the three sources.</i>
B5H	25	The response shows accurate source evaluation using the content and attributions to deal with the strengths and limitations of all of the given 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 <i>value</i> of all three sources to an historian studying a particular issue.
B5M	23	The response shows mainly accurate source evaluation using the content and attributions to deal with the strengths and limitations of all of the given sources with a clear attempt to set the response in the correct historical context. There will be a sound judgement on the <i>value</i> of all of the three sources to an historian studying a particular issue.
B5L	21	The response begins to show some characteristics of Band 5

Band 4 CHARACTERISTICS		<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 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 <i>value</i> will be clear and supported.
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. The judgement on <i>value</i> will be clear.
B4L	16	The response begins to show some characteristics of Band 4

Band 3 CHARACTERISTICS		<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 value of the sources will be seen</i>
B3H	15	The response is able to discuss the strengths and / or limitations of the three sources by focusing on their attributions, content and / or omissions. Any reference to the historical context will be limited. There will be a limited judgement on the <i>value</i> of all of the sources.
B3M	13	The response is able to discuss the strengths and / or limitations of some or all of the three sources by focusing on their attributions, content and / or omissions. Any reference to the historical context will be limited. There will be a limited judgement on the <i>value</i> of some of the sources – say two out of three.
B3L	11	The response begins to show some characteristics of Band 3 Should be used if there is only ONE ATTRIBUTION attempted

Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content of the given sources to show their value; little understanding of the historical context is seen</i>
B2H	10	The response is able to discuss the strengths and / or limitations of some or all 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 <i>value</i> of at least one of the sources.
B2M	8	The response is able to discuss the strengths and / or limitations of some (say 2) 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.

Band 1 CHARACTERISTICS		<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

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- advice on the 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 3.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

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 valid is the view that corruption in the Church was mainly responsible for religious reformation after 1529?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that the main reason for religious reformation after 1529 was corruption in the Church.

Candidates are invited to enter into a debate about the causes of religious reformation in this period. Learners will consider interpretations of this issue within the wider historical debate about the reasons for religious reformation. Some of the issues to consider may include:

- Interpretation 1 argues that corruption in the Church was responsible for religious reformation.
In analysing and evaluating Interpretation 1 candidates might argue that the author G.R. Elton was a specialist in political rather than in religious history. His scholarly reputation was based on a study of political rather than religious changes. He is convinced that the Church was so corrupt that the Reformation was inevitable because it had reached the point of no return and that religious reform was necessary. The demand for reform became so overwhelming the Church had no choice but to comply.
- Interpretation 2 argues that Henry VIII's desire for an annulment was responsible for the religious reformation. In analysing and evaluating Interpretation 2 candidates might argue that the author A.G. Dickens is an eminent historian who had built his scholarly reputation on studying the Reformation. His theories carry weight and he has shaped the counter-argument that largely rejects the notion that religious reformation was caused by the corruption within the Church. He believed that the Crown in the shape of Henry VIII was responsible for the Reformation. The Henrician Reformation was much less about the state of the Church and more about the selfish desires of the King. Henry wanted to annul his marriage in order to marry Anne Boleyn but the Church blocked his plans.
- Candidates may show awareness of the wider historical debate surrounding the reasons for religious reformation in this period. In particular candidates should be aware of other interpretations such as the Reformation was inspired and encouraged by the influence of continental reformers such as Luther and Calvin. Another possible interpretation is that the religious reformation was caused by greed and the desire for financial gain for the monarch.

Overall candidates will analyse both interpretations using their own understanding of the historical debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question that the corruption within the Church was mainly responsible for religious reformation after 1529.

ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

Focus: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

Band 6 CHARACTERISTICS Use 30 as a reward for the 3 candidates at B6		<i>Sustained and accurate analysis and evaluation of the provided extracts which is used effectively to show how and why different interpretations have been formed in relation to the set enquiry; sustained judgement seen regarding validity Holistic grasp – understand the issue set, the extracts and the wider debate: fully focussed on ATQS.</i>
B6H	30	The response fully integrates discussion of the content and authorship of both extracts together with knowledge of other possible interpretations to reach a valid judgement in relation to the view set in the question.
B6M	28	The response discusses the content and authorship of both extracts together with knowledge of other possible interpretations to offer a substantiated judgement in relation to the view set in the question.
B6L	26	The response begins to show some characteristics of Band 6

Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the provided extracts to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity</i>
B5H	25	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows clear understanding of other possible interpretations. We need a firm grasp of the OPIs and evidence of thinking on the day – all codes x 2 would be evident.
B5M	23	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows some understanding of other possible interpretations. We can accept some formulaic reference but we need 2 x AUTH WHY to indicate how interpretations are formed based on Content and Authorship of the extracts.
B5L	21	The response begins to show some characteristics of Band 5. We can accept formulaic response at B5L provided other aspects are covered in both extracts.

Band 4 CHARACTERISTICS		<i>Some valid analysis and evaluation of the provided extracts with some knowledge of other possible interpretations to reach a judgement on the specific enquiry; needs a reasonable grasp of the OPIs</i>
B4H	20	The response discusses the content and authorship of both extracts to offer a valid judgement on the given interpretation and shows understanding of other possible interpretations. Needs some references to both INTS and at least one AUTH WHY and to show an understanding of the OPI(s). We can accept formulaic response at B4H provided other aspects are covered.
B4M	18	The response discusses the content and authorship of both extracts to offer a valid judgement on the given interpretation and shows awareness of other possible interpretations. Needs some reference to AUTH.
B4L	16	The response begins to show some characteristics of Band 4

Band 3 CHARACTERISTICS		<i>Mechanistic focus on the content and authorship of the extracts to identify and compare interpretations; should show awareness of other possible interpretations; any judgement will be limited</i>
B3H	15	The response attempts to compare the content and authorship of both extracts to identify different interpretations; will show some awareness of other possible interpretations; will offer a limited judgement on validity. A limited judgement on validity does not need a firm grasp of the OPI –just an awareness
B3M	13	The response attempts to compare the content and authorship of both extracts to identify different interpretations; will offer a ‘bolt-on’ judgement on validity
B3L	11	The response begins to show some characteristics of Band 3

Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and authorship of the given extracts only</i> Two ways to get Band 2 – either 1. Comparing INT 1 and INT2 or 2. Attempting to use ONE extract to address the issue in the Question set
B2H	10	The response attempts to consider the content and authorship of both extracts to show differences between interpretations OR the response considers the content and authorship of only one of the extracts to show an understanding of the interpretation in the question set.
B2M	8	The response begins to use the content of both extracts to identify some of the differences between the presented interpretations OR the response attempts to consider the content of only one of the extracts to show an understanding of the interpretation in the Question set.
B2L	6	The response begins to show some characteristics of Band 2. Use also if they just do basic comprehension of the content of the extracts - but not the AUTH - and make very limited reference to OPIs

Band 1 CHARACTERISTICS		<i>Copies or paraphrases from the content of the extracts</i>
B1H	5	Basic comprehension and paraphrasing from the content of both extracts
B1L	3	Basic comprehension or copying from the content of one of the extracts
	0	Use for incorrect answers