



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2016

HISTORY - UNIT 1
PERIOD STUDY 1

GOVERNMENT, REBELLION AND SOCIETY IN
WALES AND ENGLAND, c. 1485-1603

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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 1

PERIOD STUDY 1

GOVERNMENT, REBELLION AND SOCIETY IN WALES AND ENGLAND c. 1485-1603

MARK SCHEME

Section A

Marking guidance for examiners

Summary of assessment objectives for Section A

Section A 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 each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section A 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 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.

‘The main reason for Henry VII’s success as a ruler lay in his financial policies.’ Discuss.

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 Henry VII’s success as a ruler lay mainly in his financial policies. 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.

Candidates will offer an analysis and evaluation of the extent to which Henry VII’s success as a ruler was due to his financial policies. In order to reach a substantiated judgement about this issue, candidates may argue that his financial policies were indeed the main reason for Henry VII’s success as a ruler. The response might support this proposition by considering issues such as:

- solvency was essential for a king to rule his kingdom effectively
- solvency funded patronage which drew support from the nobility and gentry
- a sound financial policy enhanced a king’s standing and reputation
- wealth gave the impression of strength and underpinned the crown’s prestige

Candidates might consider challenging the proposition in the question by arguing that in some respects his financial policy was only one among many other factors that underpinned Henry’s success as a ruler. The response might consider issues such as:

- equitable and efficient government
- effective leadership in war and in peace
- a son and heir to provide the basis of a long term dynasty
- personal strength and ability to inspire loyalty
- ability to deal with challenges from nobles and pretenders

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Henry VII’s success as a ruler lay mainly in his financial policies.

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 were economic grievances mainly responsible for causing rebellion between 1529 and 1553?

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 rebellion between 1529 and 1553 was caused by economic grievances. 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.

Candidates will offer an analysis and evaluation of the extent to which rebellion between 1529 and 1553 was caused by economic grievances. In order to reach a substantiated judgement about this issue, candidates may argue that economic grievances were indeed mainly responsible for causing rebellion during this period. The response might support this proposition by considering issues such as:

- poverty caused by economic depression was a key part of the Kett rebellion
- hunger and famine leading to acts of desperation played a part in the Kett rebellion and other more local unrest such as food riots
- rising unemployment motivated the Kett rebellion and the Pilgrimage of Grace
- resentment at wealth of landholders was a common economic grievance

Candidates might consider challenging the proposition in the question by arguing that in some respects economic grievances were only one among many other factors that caused rebellion in this period. The response might consider issues such as:

- religious grievances - changes in worship and the scriptures coupled with the closure of the monasteries led to the Pilgrimage of Grace and Prayer Book rebellion
- political grievances were partly responsible for the Pilgrimage of Grace - loss of status at Court by some nobles who had supported Catherine of Aragon
- social grievances - resentment at the abuse of power by some landowners who enclosed land - this led to the Kett rebellion
- cultural factors that affected particular regions - the Western or Prayer Book rebellion (Cornwall and Devon) was motivated by opposition to the translation of the scriptures into English

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which rebellion between 1529 and 1553 was mainly caused by economic grievances.

ASSESSMENT GRID FOR SECTION A QUESTIONS

Target: AO1

Total mark: 30

Focus: *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.*

Band 6 CHARACTERISTICS		<i>The response is fully focussed 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 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 substantiated judgement covering most of the set period.
B6L	26	The response begins to show some characteristics of Band 6
Band 5 CHARACTERISTICS		<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 clearly 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 and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering the whole 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 the essay and is able to provide an analytical, evaluative 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
Band 4 CHARACTERISTICS		<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 focussed 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. 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 over the period in relation to the key concept. There may be some listing of developments and a series of mini judgements. There should be some focus on the key concept in the question set and there will be a balanced judgement; there may well be some drift.
B4L	16	The response begins to show some characteristics of Band 4

Band 3 CHARACTERISTICS		<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 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>
B3L	11	The response begins to show some characteristics of Band 3
Band 2 CHARACTERISTICS		<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” [throwaway / simplistic / bolt-on] judgement referring to the key concept in the set question which is not appropriately supported.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and / or factors related to the topic area.
B2L	6	The response begins to show some characteristics of Band 2.
Band 1 CHARACTERISTICS		<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

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also 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 each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section B 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 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 Mary's Counter-Reformation was the most significant development in religion in Wales and England between 1529 and 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 Mary's Counter-Reformation was the most significant development in religion in Wales and England between 1529 and 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.

Candidates will offer an analysis and evaluation of the extent to which Mary's Counter-Reformation was the most significant development in religion in Wales and England between 1529 and 1570. In order to reach a substantiated judgement about this issue, candidates may argue that Mary's Counter-Reformation was indeed the development that was most significant in religion. The response might support this proposition by considering issues such as:

- restoring the Pope brought the English Church back into the European fold
- the persecution of Protestants had a great impact on the thoughts and attitudes of the people
- proposal for restoration of the monasteries led to 29 institutions being re-established
- restoration of Roman Catholic doctrine and church services backed by the restoration of the Pope as head of the Church was a very significant development

Candidates might consider challenging the proposition in the question by arguing that Mary's Counter-Reformation was not the most significant development in religion in this period. The response might consider alternate factors such as:

- the break with Rome 1534 led to a political and diplomatic shift in relations with Europe
- dissolution of the Monasteries (1536-1540) and Chantries (1547) fundamentally altered the balance and make-up of the Church between the secular and regular Church
- the translation of the scriptures into the vernacular spread ideas and encouraged the spread of the Reformation
- the establishment of Protestantism as the state religion by Edward VI was the first of its kind - a radical departure to what had existed before
- the Elizabethan Church Settlement tried to maintain a balance between Protestants and Catholics

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Mary's Counter-Reformation was the most significant development in religion in Wales and England between 1529 and 1570.

INDICATIVE CONTENT FOR QUESTION 4

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 successfully were the problems of poverty and vagrancy dealt with in the period between 1531 and 1601?

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 problems of poverty and vagrancy were successfully dealt with in this period. 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.

Candidates will offer an analysis and evaluation of the extent to which the problems of poverty and vagrancy were indeed successfully dealt with in this period. In order to reach a substantiated judgement about this issue, candidates may argue that the problems associated with poverty and vagrancy were indeed successfully dealt with. The response might support this proposition by considering issues such as:

- legislation passed by government to deal poverty and vagrancy such as the Vagabonds Acts of 1531 and 1547
- church relief of the deserving (disabled) such as the statutory collection of charity for the poor raised in church services and support for the underserving (able-bodied) poor such as the Statute of Artificers of 1563
- municipalities, charities, guilds and merchant support for the poor and vagrant such as the Norwich scheme
- changing attitudes during this period from ignorance to understanding and sympathy leading to the Act of 1601

Candidates might consider challenging the proposition in the question by arguing that the problems associated with poverty and vagrancy were not satisfactorily resolved in this period. The response might consider alternate factors such as:

- failed to solve the issue or reduce the numbers of poor – poverty and vagrancy persisted
- relief was more effectively supplied by some municipalities and local authorities than by national government
- destruction of Church and thereby reducing its ability to care for the poor
- philanthropists and merchants were more enlightened and effective than the government but insufficient in number to make a difference

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the problems of poverty and vagrancy were successfully dealt with in the period between 1531 and 1601.

ASSESSMENT GRID FOR SECTION B QUESTIONS

Target: AO1

Total mark: 30

Focus: *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.*

Band 6 CHARACTERISTICS		<i>The response is fully focussed 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>
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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 substantiated judgement covering most of the set period.
B6L	26	The response begins to show some characteristics of Band 6
Band 5 CHARACTERISTICS		<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>
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B5L	21	The response begins to show some characteristics of Band 5
Band 4 CHARACTERISTICS		<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>
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B4L	16	The response begins to show some characteristics of Band 4

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B1L	3	The response is very brief and / or largely irrelevant to the concept set.
	0	Use for incorrect answers