



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 1  
PERIOD STUDY 1

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

2100UA0-1

## **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.

**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. The periods set in the question range between c. 20 and 40 years. This assessment objective is a single element focused 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 that 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 threat posed by the nobility was the main challenge facing Henry VII in establishing the Tudor dynasty in the period from 1485 to 1509.' 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 the threat posed by the nobility was the main challenge facing Henry VII in establishing the Tudor dynasty in the period from 1485 to 1509. 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 threat posed by the nobility was the main challenge facing Henry VII in establishing the Tudor dynasty in the period from 1485 to 1509. In order to reach a substantiated judgement about this issue, candidates may argue that the threat from the nobility was clearly the main challenge facing Henry VII during this period. The response might support this proposition by considering issues such as:

- The power of the nobility: Henry needed them onside to rule effectively;
- His cruel treatment of the nobility;
- The restoration of the power and authority of the Crown at the expense of the nobles;
- The restoration of the financial strength of the Crown;
- The resentment caused by his unfair and arbitrary financial exactions.

Candidates might consider challenging the proposition in the question by arguing that, in some respects, Henry VII faced other challenges that were greater than the threat from the nobility. The response might consider issues such as:

- The threat posed by the Pretenders;
- The chaotic government and judicial system of Wales;
- His reliance on two unpopular ministers—Empson and Dudley—towards the latter half of his reign;
- His failure to establish and develop a meaningful Parliament;
- The strengthening of regional councils such as the North, Wales and Ireland.

Overall, candidates will offer a debate and come to a substantiated judgement regarding the extent to which the threat posed by the nobility was the main challenge facing Henry VII in establishing the Tudor dynasty in the period from 1485 to 1509.

## 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 far do you agree that religious grievances were mainly responsible for causing rebellions in the period from 1536 to 1554?**

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 religious grievances were mainly responsible for causing rebellions in the period from 1536 to 1554. 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 religious grievances were mainly responsible for causing rebellions in the period from 1536 to 1554. In order to reach a substantiated judgement about this issue, candidates may argue that religious grievances were mainly responsible for the rebellions in the period. The response might support this proposition by considering issues such as:

- The changes in the nature and ceremony associated with church worship;
- The translation of the scriptures and the abandonment of Latin services;
- The closure of the monasteries;
- The introduction of the Protestant Prayer Books;
- Questioning of *The Great Chain of Being*;
- The elimination of the Pope and Papal authority.

Candidates might consider challenging the proposition in the question by arguing that, in some respects, there were other major causes of rebellion during this period. The response might consider issues such as:

- Political grievances—loss of status at Court by some nobles who had supported Catherine of Aragon;
- Economic grievances—resentment at the abuse of power by some landowners who enclosed land also rising prices and unemployment;
- Social grievances—resentment of Cromwell due to his low social class;
- 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;
- General grievances—the anti-Boleyn faction—and local issues.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which religious grievances were mainly responsible for causing rebellions in the period from 1536 to 1554.

## Section B

### Marking guidance for examiners

#### Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. The periods set in the question range between 40 and 80 years. This assessment objective is a single element focused 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 that 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 successfully did Tudor governments deal with the social and economic challenges they faced in the period from 1529 to 1603?**

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 Tudor governments dealt successfully with the social and economic challenges they faced in the period from 1529 to 1603. 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 Tudor governments dealt successfully with the social and economic challenges they faced in the period from 1529 to 1603. In order to reach a substantiated judgement about this issue, candidates may argue that the Tudor governments dealt successfully with the social and economic challenges they faced in the period from 1529 to 1603. The response might support this proposition by considering issues such as:

- Government legislation that attempted to deal with the social and economic challenges: there was some sympathy and support for the poor and unemployed;
- The Statute of Artificers attempted to create conditions conducive for apprenticeships and employment;
- The 1601 poor law encompassed the best of the previous legislation and lasted for over 250 years;
- The government provided funds for work, workhouses and bridewells for the destitute.

Candidates might consider challenging the proposition in the question by arguing that social and economic challenges were not tackled successfully by Tudor governments in the period from 1529 to 1603. The response might consider alternate factors such as:

- The government's attitude to poverty and vagrancy did not change—there was a lack of sympathy and empathy;
- The dissolution of the Monasteries made the social and economic challenges worse;
- The Church was not in a position to help the poor as much as it had been prior to the dissolution of the monasteries and chantries;
- Poverty levels rose steadily during the century—more people were unemployed in 1601 than in 1495, although the population level had also risen;
- The government failed to cure the economic crisis—prices and unemployment continued to rise during the century;
- Rural poverty and vagrancy was worse than that found in urban areas.

Overall, candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Tudor governments dealt successfully with the social and economic challenges they faced in the period from 1529 to 1603.

## 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.*

### **To what extent did the religious policies of the Tudor monarchs have the greatest impact on Wales in the period from 1530 to 1603?**

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 religious policies of the Tudor monarchs had the greatest impact on Wales in the period from 1530 to 1603. 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 religious policies of the Tudor monarchs had the greatest impact on Wales in the period from 1530 to 1603. In order to reach a substantiated judgement about this issue, candidates may argue that Tudor religious policy did have the greatest impact on Wales in the period from 1530 to 1603. The response might support this proposition by considering issues such as:

- The dissolution of the monasteries and chantries, which had an impact on Welsh society and economy;
- The translation of the scriptures into Welsh had a significant impact because it established religious uniformity;
- The translation of the scriptures into Welsh helped enhance and preserve the Welsh language;
- The establishment of Protestantism as the State Religion during the reigns of Edward VI and Elizabeth united the two nations in a common cause and belief.

Candidates might consider challenging the proposition in the question by arguing that there were other factors that may be considered as having an equally or greater impact on Wales in the period from 1536 to 1603. The response might consider alternate factors such as:

- Political legislation aimed specifically at Wales and sponsored by Welsh MPs and supported by the Crown, which may be deemed as being equally significant;
- The passing of the Acts of Union (1536–1543) united the two nations politically and judicially;
- The Council of Wales governed Wales and five English border shires—promoting political and geographical unity;
- There was a change in attitude by the English towards the Welsh—there was more tolerance and trust because of closer political ties.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the religious policies of the Tudor monarchs had the greatest impact on Wales in the period from 1530 to 1603.



## UNIT 1: THE PERIOD STUDY MARK SCHEME FOR 2019

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 awarded to answers showing the appropriate characteristics.**

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focused 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>
<b>B6H</b>	<b>30</b>	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.
<b>B6S</b>	<b>27</b>	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 focused 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>
<b>B5H</b>	<b>25</b>	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.
<b>B5S</b>	<b>23</b>	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.
<b>B5C</b>	<b>21</b>	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>
<b>B4H</b>	<b>20</b>	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.
<b>B4S</b>	<b>18</b>	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>
<b>B3H</b>	<b>15</b>	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.
<b>B3S</b>	<b>13</b>	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>
<b>B2H</b>	<b>8</b>	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
<b>B2S</b>	<b>6</b>	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>
<b>B1H</b>	<b>5</b>	The response is very limited and undeveloped though there is some weak link to the topic area.
<b>B1S</b>	<b>3</b>	The response is very brief and / or largely irrelevant to the concept set.
	<b>0</b>	Use for incorrect answers