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# **GCE AS MARKING SCHEME**

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**SUMMER 2022**

**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 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.

## **Marking guidance for examiners**

### **Summary of assessment objectives for Unit 1**

The questions in this examination assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. In Section A, candidates choose one question from a choice of two. In Section B, candidates again choose one question from a choice of two. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

### **The structure of the mark scheme**

The mark scheme has two parts:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 1.
- Advice on each specific question outlining indicative content that 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 listed. Assessors must credit any further admissible evidence offered by candidates.

### **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.

**AO1:** 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.

		<b>Analysis and evaluation</b>	<b>Judgement</b>	<b>Knowledge</b>	<b>Communication</b>
<b>Band 6</b>	<b>26–30 marks</b>	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
<b>Band 5</b>	<b>21–25 marks</b>	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
<b>Band 4</b>	<b>16–20 marks</b>	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
<b>Band 3</b>	<b>11–15 marks</b>	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
<b>Band 2</b>	<b>6–10 marks</b>		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
<b>Band 1</b>	<b>1–5 marks</b>		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

## Section A

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**“Cromwell was a more effective chief minister than Wolsey.” Discuss.**

Candidates will offer a supported analysis of Cromwell and Wolsey as chief ministers to Henry VIII, measuring which of these men was more effective in achieving their aims – and those of the King. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Cromwell was a more effective chief minister may include the following.

- Cromwell's reorganization/reform of government.
- His strengthening of regional councils such as the North, Wales and Ireland.
- The mass closure of monasteries and the subjugation of the Church.
- The enhanced power and financial strength of the monarchy.
- His reform of Wales (Acts of Union).
- Wolsey's failure to reform government and the law and to secure an annulment.

Arguments that suggest that Wolsey was a more effective chief minister may include the following.

- Wolsey had a more successful foreign policy.
- He curbed the power of the nobility through Star Chamber.
- The longevity of his period in power (16 years) indicated his efficacy in establishing political stability over a long period of time.
- Cromwell had significant failures, for example the Cleves marriage and religious reform.

0 2

## **To what extent were political grievances responsible for causing rebellions in the period from 1549 to 1569?**

Candidates will offer a supported appraisal of political grievances across the specified period, measuring – in relation to other relevant issues – the degree to which they were the cause of rebellions. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that political grievances were largely responsible for causing rebellions during the period may include the following.

- Some nobles' loss of status at Court.
- Opposition to Somerset/Northumberland/Mary/Elizabeth;
- Support for Lady Jane Grey.
- Politically ambitious nobles.
- The Spanish marriage.
- Support for Mary, Queen of Scots.

Arguments that suggest that political grievances were not largely responsible for causing rebellions during the period may include the following.

- Religious grievances, for example the closure of the chantries and the introduction of the Protestant prayer books, were a more substantial threat.
- Social and economic grievances, for example resentment at the abuse of power by landowners who enclosed land, and rising prices and unemployment were perpetual sources of discontent.
- Cultural factors affected particular regions: the Western or Prayer Book Rebellion (Cornwall and Devon), for example, was motivated by opposition to the translation of the scriptures into English.
- General grievances, such as those held by the anti-Burleigh and Spanish factions, or due to local issues, had a role to play.

## Section B

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**How effectively did Tudor governments deal with the religious challenges they faced in the period from 1540 to 1588?**

Candidates will offer a supported appraisal of Tudor government's dealings with the religious challenges, they faced, measuring their impact on those challenges in the context of the specified period, and perhaps in relation to other relevant issues. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Tudor governments dealt effectively with religious challenges during the period may include the following.

- Government legislation, which was largely successful in pushing through changes in religion and/or curbing or deterring opposition.
- The dissolution of the monasteries and chantries, which was successfully achieved.
- The firm establishment of Protestantism as the state religion by 1588.
- The defeat of rebellions and other forms of opposition to religious changes.
- The removal of the Pope's influence, as well as the lack of other foreign intervention, in English affairs.

Arguments that suggest that Tudor governments did not deal effectively with religious challenges during the period may include the following.

- The frequent changes of religion led to instability.
- The Church was reduced in size and wealth.
- The Church was unable to effectively deal with rising poverty levels.
- The government failed to curb recusancy.
- There was a growth in the amount, and fervour, of anti-clerical/religious sentiment.

0 4

**“The development of towns was the most significant social and economic change in Wales and England between 1530 and 1603.” Discuss.**

Candidates will offer a supported analysis of the development of town, measuring the contribution of this growth, in relation to other relevant issues, to social and economic change in Wales and England during the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the development of towns was the most significant social and economic change in Wales and England during the period may include the following.

- The development of trade and guilds.
- The development of towns as centres of government and administration, especially in Wales.
- The growth in the wealth of the urban merchant class.
- Towns becoming centres for the siting of schools and the promotion of education;
- The growth in the power of the merchant classes, which led to merchants dominating town trade and politics.
- The increasing influence of urban wealth-supporting charities and the provision of poor relief.
- Building works such as guildhalls and market halls.

Arguments that suggest that the development of towns was the most significant social and economic change in Wales and England during the period may include the following.

- The rise of the gentry was more significant.;
- Changes in the agricultural industry, especially enclosure, had a long-lasting and widespread impact.
- There was a significant rise in the levels of poverty and vagrancy.
- There was a rise in unemployment and inflation.
- There were substantial cultural changes in Wales and the West Country.