

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.

How successfully did Henry VII deal with the problems he faced during his reign?

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 was successful in dealing with the problems he faced. 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 was successful in dealing with the problems he faced. In order to reach a substantiated judgement about this issue, candidates may argue that Henry VII dealt successfully with the problems he faced during his reign. The response might support this proposition by considering issues such as:

- Henry VII married Elizabeth of York to help establish the dynasty
- a peace treaty with France and marriage alliances with Scotland and Spain avoided expensive foreign wars
- to strengthen law and order, Justices of the Peace were given new powers to arrest suspects and try them for many crimes except treason
- the keeping of a private army was forbidden. The only individual that could now raise an army was the king
- nobles and opponents were confronted and dealt with most severely. Their lands were confiscated and leaders were executed
- Henry organized an efficient system of finance to collect money from customs duties, forced loans and land revenues
- he left his son a country that was solvent, was not racked by faction and which was respected by a number of major European powers

Candidates might consider challenging the proposition in the question by arguing that in some respects Henry VII was less successful. The response might consider issues such as:

- Henry's financial policies provoked rioting in Yorkshire 1489 and rebellion in Cornwall 1497
- he was also unpopular due to his reputation for grasping economics such as forced loans
- in foreign policy he was not always successful - his exclusion from the League of Cambrai; his failure to preserve the independence of Brittany; the problems created with Spain after the death of Arthur

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Henry VII was successful in dealing with the problems he faced during his reign.

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 the Acts of Union were mainly beneficial to the people of Wales in the period after 1543?

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 Acts of Union mainly benefitted the people of Wales 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 Acts of Union mainly benefitted the people of Wales in this period. In order to reach a substantiated judgement about this issue, candidates may argue that the Acts of Union mainly benefitted the people of Wales. The response might support this proposition by considering issues such as:

- the Acts abolished a medieval system of marcher lords and unreformed local laws inherited from the plethora of former Welsh states; Wales was given equal status and representation in Parliament under King Henry VIII and elected members to the English (Westminster) Parliament
- the regional administration of Wales was established and helped to curb the lawlessness that had afflicted the country: the Council of Wales and the Marches was established on a legal basis; the Court of Great Sessions was established; a Sheriff was appointed in every county; the office of the Justice of the Peace was introduced
- these measures largely benefitted the Welsh gentry in particular, who recognised that they would give them equality under law with English citizens.
- the reaction of many of the prominent Welsh of the day seemed to be gratitude that the laws had been introduced and made Wales a peaceful and orderly country

Candidates might consider challenging the proposition in the question by arguing that the Acts of Union had some less beneficial effects for the people of Wales. The response might consider challenging the proposition by considering that:

- the 1536 Act made English the only language of the law courts and said that those who used Welsh would not be appointed to any public office in Wales
- an effect of the language clause was to lay the foundation for creating a thoroughly anglicised ruling class of landed gentry in Wales, hardly the majority in Wales
- the majority of the population could have found themselves adrift amid a legal and economic system whose language and focus were unfamiliar to them

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Acts of Union were beneficial to the people of Wales.

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	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate well-focussed understanding in their analysis and evaluation of the specific issue set</i> <i>clearly arrive at a substantiated and supported judgement</i> <i>provide answers which are coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate appropriate understanding in analysing and evaluating the specific issue</i> <i>reach a balanced judgement with valid and appropriate support</i> <i>provide answers which show good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the issue in the question set</i> <i>reach a balanced judgement with some valid support</i> <i>provide answers which are clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate mostly appropriate but inconsistent analysis and evaluation of the issue in the question set</i> <i>offer an imbalanced judgement with some support</i> <i>provide answers which show some expression and organisation with appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate historical knowledge that is limited in accuracy and relevance</i> <i>offer an undeveloped analysis of the issue in the question set</i> <i>offer a judgement with very limited support</i> <i>provide an answer that has some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material related to the topic area that is brief or very limited in scope</i> <i>convey some meaning with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant 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.

Was poor leadership mainly responsible for the failure of Tudor rebellions in the period 1509-1559?

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 poor leadership was mainly responsible for the failure of Tudor rebellions in the period 1509-1559. 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 poor leadership was mainly responsible for the failure of Tudor rebellions in the period 1509-1559. In order to reach a substantiated judgement about this issue, candidates may argue that poor leadership was mainly responsible for the failure of Tudor rebellions. The response might support this proposition by considering issues such as:

- the failure of leading rebels to construct a coherent plan of campaign
- the failure of rebel leaders to properly set out objectives
- their failure to negotiate effectively with Crown and its representatives
- the failure in most of the rebellions to organise and provide adequate food and shelter for rebels

Candidates might consider challenging the proposition in the question by arguing that other factors were more responsible for the failure of the Tudor rebellions. The response might consider alternate factors such as:

- the strength and power of the Crown and government
- the government response in terms of ruthless enforcement of laws
- the lack of cohesion and unity of purpose of many rebel groups
- the weather and physical obstacles such as crossing rivers and entering walled towns
- the moral and spiritual power of the Crown as exemplified in the Great Chain of Being

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which poor leadership was responsible for the failure of the Tudor rebellions.

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 was the dissolution of the monasteries the most important of the religious changes in Wales and England in the period 1529-1588?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether the dissolution of the monasteries was the most important of the religious changes in the period 1529-1588. 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 dissolution of the monasteries was the most important of the religious changes in the period 1529-1588. In order to reach a substantiated judgement about this issue, candidates may argue that the dissolution of the monasteries was the most important of the religious changes. The response might support this proposition by considering issues such as:

- the Act of Supremacy and the Acts of Dissolution passed by Parliament
- the need to destroy potential opposition by those who professed obedience to the Pope
- the opportunity to gain financially by confiscating land and property
- the dismantling of the Catholic Church
- taking the first unintentional steps towards Protestantism

Candidates might consider challenging the proposition in the question by arguing that there were other religious changes that were more important. The response might consider issues such as:

- the break with Rome and Henry VIII becoming head of the Church
- the impact of the European Reformation
- the translation of the Scriptures into Welsh
- the religious legislation passed in Edward VI's Parliaments
- the counter-reformation of Mary I
- the Elizabethan Church Settlement

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the dissolution of the monasteries was the most important of the religious changes in the period 1529-1588.

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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	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate sustained analysis and evaluation of the key issue in the question</i> <i>reach a substantiated and supported judgement regarding the key issue and other relevant issues from across the period</i> <i>provide an answer that is coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate clear analysis and evaluation of the key issue in the question</i> <i>reach a supported judgement regarding the key issue and other relevant issues from most of the period</i> <i>provide an answer that shows good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid but inconsistent analysis and evaluation of the key issue in the question</i> <i>offer a balanced judgement regarding the key issue and some other features of the historical period</i> <i>provide an answer that is clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate some accurate analysis and evaluation of the key issue in the question</i> <i>offer an imbalanced judgement regarding other key issues connected with the historical period</i> <i>provide an answer with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some relevant historical knowledge</i> <i>show an undeveloped evaluation of the key issue in the question set</i> <i>reach a limited judgement regarding other key issues connected with the topic</i> <i>provide an answer with some coherence and accuracy in spelling,</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material which is brief or very limited in scope</i> <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		