



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

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

2100U10-1

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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. 1529-1554

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 Henry VIII's relationship with his ministers in the period 1529-1540.

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 Henry VIII's relationship with his ministers in the period 1529-1540. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include:

- In Source A Cavendish is clearly critical of the motives of Anne Boleyn in criticising Cardinal Wolsey. He believes that Anne Boleyn was behind the plot to undermine the King's trust and confidence in his Lord Chancellor. She speaks at length about the debts and dangers to Henry caused by Wolsey's political mischief-making and the fact that other noblemen would never be allowed such freedom to act as they saw fit. She had succeeded in placing the seeds of doubt in Henry's mind that would lead to Wolsey's fall and a change in political leadership. Although the evidence has been provided by a man employed by and loyal to Wolsey, there is no reason to question the authenticity of the record of the very public dinner-time conversation.
- In Source B Chapuys offers a foreigner's view of events in England but one very experienced in English affairs having been resident in England for over five years. Chapuys made it his mission to cultivate contacts and form friendships with the King's leading ministers. Chapuys's opinion on English political affairs and Cromwell's powerful position must be respected because it is based on experience, of Henry's relationships with his ministers. The evidence in the source is also of great value as it is sent confidentially to Charles V, who had to be kept informed of events and developments in rival states. The historical context shows that political relationships in Henry VIII's government were complicated and full of intrigue in the early 1530s.

- Cromwell's begging letter (Source C) from the Tower of London offers a different perspective on the relationship between Henry VIII and his ministers in 1540. The once powerful Cromwell has lost the King's support and has been imprisoned prior to execution for treason. He begs the King to spare his life and in so doing offers an explanation of sorts of what has gone wrong. He states how useful and valuable his service has been and that he hopes the King will spare his life for past service. This shows that even the most talented and powerful of Henry's ministers work in fear of their master. The King can turn in an instant against a minister that was once so favoured. This source is very valuable as it shows more evidence of political intrigue and jealousy in Henry's government at this time.

Overall, candidates will assess the value of the sources to an historian studying Henry VIII's relationship with his ministers 1529-1540. 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.

MARK SCHEME UNIT 2 QUESTION 1

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 given to certain types of answer. The published mark scheme for Unit 2 question 1 also gives a similar breakdown and descriptors.

| | | |
|---|----|---|
| Band 6 CHARACTERISTICS | | <i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the appropriate historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.</i> |
| ACX, VTH, ATQS OVER THE PERIOD SET | | |
| B6S | 30 | The response shows accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the appropriate historical context and covering all of the period set in the enquiry. There will be a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set. |
| B6C | 27 | The response begins to show some characteristics of Band 6 |

| | | |
|-----------------------------------|----|--|
| Band 5 CHARACTERISTICS | | <i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the appropriate historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue.</i> |
| ACX and VTH | | |
| B5S | 25 | The response shows accurate source evaluation using the content and attributions of the three sources, setting the response in the appropriate historical context and covering most of the period set in the enquiry. There will be a valid and supported judgement on the value of all three sources to an historian studying a particular issue. |
| B5C | 23 | 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 general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value to an historian of some or all three sources.</i> |
| GCX, VTH and U | | |
| B4H | 20 | The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This will be used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable. |
| B4S | 18 | The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value to an historian will be present on some or all of the three sources though some general comments on utility may be seen. |
| B4C | 16 | The response begins to show some characteristics of Band 4 in discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value. |

| | | |
|-------------------------------------|----|---|
| Band 3 CHARACTERISTICS | | <i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i> |
| Mechanistic V, S&L and U | | |
| B3H | 15 | The response is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There will be a limited judgement on all of the sources. |
| B3S | 13 | The response is able to evaluate some or all of the three sources by focusing on their attributions and / or content. Any reference to the historical context will be limited. There will be a limited judgement on some of the sources. |
| B3C | 11 | The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted. |

| | | |
|-----------------------------------|---|--|
| Band 2 CHARACTERISTICS | | <i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i> |
| TRAWL | | |
| B2H | 8 | The response is able to discuss the strengths and / or limitations of all three sources by focusing on their content and / or attributions. |
| B2S | 6 | The response is able to discuss the strengths and / or limitations of some of the three sources by focusing on their content mostly. |

| | | |
|------------------------------------|---|---|
| Band 1 CHARACTERISTICS | | <i>Copies or paraphrases from content or attributions of the given sources.</i> |
| COPYING / COMPREHENSION | | |
| B1H | 5 | Paraphrases from all of the three sources and / or attributions or plain narrative. |
| B1S | 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 rebellion posed a serious threat to the Crown in the period 1529-1553?

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 rebellion posed a serious threat to the Crown in the period 1529-1553.

Candidates are invited to enter into a debate about the validity of the view that rebellion posed a serious threat to the Crown in the period 1529-1553. Learners will consider interpretations of this issue within the wider historical debate about the seriousness of the threat posed by rebellions in the period 1529-1553. Some of the issues to consider may include:

- Interpretation 1 argues that the kingship and government of both Henry VIII and Edward VI were never seriously at risk from rebellion. In analysing and evaluating Interpretation 1 answers might argue that the author Nicholas Pocock is an academic historian who specialises in religious history. His opinion carries weight in respect of the Western or Prayer Book rebellion but he is not an expert on the Kett uprising. He believed that Edward VI's reign witnessed protests rather than outright rebellions but that some were simply larger than others. He does not believe that the kingship and government was ever in any real danger – Edward VI continued to rule after the 'rebellions' were crushed. His view is a very traditional one – the date of 1884 shows this – and it is not one that is commonly held today as the debate has progressed.
- Interpretation 2 argues that the Crown was often at serious risk from rebellion in this period. In analysing and evaluating Interpretation 2 answers might argue that the author, Roger Manning is an academic historian and specialist in Tudor social history. His scholarly reputation was based on a study of court and Church records. He is convinced that there is evidence of a consistent and significant threat to the Crown and especially that of Edward VI. To him there is no doubt that rebellion by its very nature posed a threat because it challenged the very fabric of society questioned notions of social hierarchy and undermined law and order. Manning's view is typical of that of more modern historians who have studied the threat 'from below' and concluded that it was much more serious than once regarded.

- Candidates may show awareness of the wider historical debate surrounding this issue such as the nature of rebellion in England during this period. In particular candidates should be aware of other interpretations such as that many rebellions were not important nationally but were seen as particular threats in certain areas. Others were not really threats but were highlighted by the government to allow it to flex its power or deal with unruly subjects. A good example of this is the treatment of the marcher lord Rhys ap Gruffydd in the early 1530s. Other rebellions were not really threats but aimed at the government in an attempt to force it to change policy and accede to their demands for religious and economic reform.

Overall candidates will analyse both interpretations using their own understanding of the debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question of whether rebellion posed a serious threat to the Crown in the period 1529-1553.

MARK SCHEME UNIT 2 QUESTION 2

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 given to certain types of answer. The published mark scheme for Unit 2 question 2 also gives a similar breakdown and descriptors.

| | | |
|-----------------------------------|----|--|
| Band 6 CHARACTERISTICS | | <i>Sustained and accurate analysis and evaluation of the provided material in its historical context 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.</i> |
| ACX, WHD, OPI | | |
| B6H | 30 | The response fully integrates discussion of the context, authorship and content of the provided material together with knowledge and understanding of other possible interpretations of the set issue to reach a well supported and convincing judgement. The response shows convincing understanding of the wider historical debate and of why different interpretations have been formed with discussion of the context and authorship of the provided material. |
| B6S | 27 | The response discusses the context, authorship and content, of the provided material together with knowledge and understanding of other possible interpretations to offer a substantiated judgement. The response explains why differing / different interpretations of the issue have been formed. |
| Band 5 CHARACTERISTICS | | <i>Meaningful analysis and evaluation of the provided material in its historical context to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity.</i> |
| ACX, WHD, OPI | | |
| 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 of the issue. The response will show a firm grasp of the wider historical debate regarding the issue. |
| B5S | 23 | 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. The response needs to indicate how and why interpretations are formed based on the content and especially the authorship of the extracts. |

| | | |
|-----------------------------------|----|---|
| Band 4 CHARACTERISTICS | | <i>Some valid analysis and evaluation of the provided material with some knowledge of other possible interpretations to reach a judgement on the specific enquiry; needs a reasonable grasp of the other possible interpretations (OPIs) and the context of the developments in the provided material. There may be some mechanistic comments on the authorship but this is not required.</i> |
| ACX AND GCX OPI | | |
| B4H | 20 | |
| B4S | 18 | |
| B4C | 16 | The response begins to analyse and evaluate the provided material to offer a judgement on the given interpretation; the response shows awareness of another possible interpretation. |

| | | |
|-----------------------------------|----|---|
| Band 3 CHARACTERISTICS | | <i>Mechanistic focus on the authorship and content of the provided material to identify and compare interpretations; some awareness of the general context; any judgement will be limited. There may be some mechanistic comments on the authorship of the provided material.</i> |
| AUTH GCX | | |
| B3H | 15 | |
| B3S | 13 | The response attempts to consider the content of the provided material to identify different interpretations; will offer a 'bolt-on' judgement on the validity of the interpretation presented in the question. |

| Band 2 CHARACTERISTICS | | <i>Mechanistic and formulaic use of the content of the provided material only.</i> |
|-------------------------------|---|--|
| B2H | 8 | The response attempts to consider the content of the provided material to show differences between the two presented interpretations and provides a limited judgement on validity. |
| B2S | 6 | The response begins to use the content of the provided material to identify some of the differences between the presented interpretations. |

| Band 1 CHARACTERISTICS | | <i>Copies or paraphrases from the content of the provided material.</i> |
|-------------------------------|---|---|
| B1H | 5 | Basic comprehension and paraphrasing from the content of the provided material. |
| B1S | 3 | Basic comprehension or copying from the content of one of the provided materials. |
| | 0 | Use for incorrect answers |