



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2017

HISTORY - UNIT 3
BREADTH STUDY 2

POVERTY, PROTEST AND REBELLION IN WALES
AND ENGLAND, c. 1485-1603

1100UB0-1

INTRODUCTION

This marking scheme was used by WJEC for the 2017 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 3
BREADTH STUDY 2
POVERTY, PROTEST AND REBELLION IN WALES AND ENGLAND, c. 1485-1603
MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

The questions each assess assessment objective. 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 Unit 3 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.
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

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 far do you agree that economic and financial pressures were the main challenges facing Tudor governments in the period 1485-1547?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question - in this case that economic and financial pressures were the main challenges facing Tudor governments in the period 1485-1547. They will consider a range of key concepts such as causation, consequences, 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 economic and financial pressures were the main challenges facing Tudor governments in this period. In order to reach a substantiated judgement about this issue, candidates may argue that economic and financial pressures were the main challenges facing Tudor governments in the period 1485-1547. The response might support this proposition by considering issues such as:

- during the reign of Henry VII, tax rebellions broke out in different parts of the kingdom- Yorkshire and Cornwall - which suggests a widespread problem
- the Cornish rebellion was a threat on two fronts - scale and the ease with which the rebels marched to London. Henry was forced to deploy forces to confront the rebels at Blackheath
- under Henry VIII the amicable grant introduced by Wolsey led to widespread opposition from wealthy tax payers
- economic problems such as enclosure, sheep tax and growing unemployment due to the dissolution of the monasteries led to the Pilgrimage of Grace in the late 1530s

Candidates might consider challenging the proposition in the question by arguing that economic and financial pressures were one among a number of challenges facing Tudor governments in the period 1485-1547. The response might consider issues such as:

- the dynastic ambitions of the Pretenders supported by disaffected Yorkists were more directly a threat to Henry VII
- the threat posed by members of the nobility was significant since the crown relied on their co-operation to rule effectively
- the threat posed by foreign powers such as Burgundy, France and Scotland was considerable as this may have - might destabilised the monarchy's international position
- there was a huge challenge from religious change after 1529 which had a major impact on the reigns of Henry VIII and Edward VI

Overall candidates will offer a debate and come to a substantial judgement regarding the extent to which economic and financial pressures were the main challenges facing Tudor governments in the period 1485-1547.

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.

'Rebellions in the period between 1554 and 1603 were motivated primarily by opposition to religious change.' Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case that opposition to religious change was mainly responsible for rebellions between 1554 and 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 rebellions in the period between 1554 and 1603 were motivated primarily by opposition to religious change. In order to reach a substantiated judgement about this issue, candidates may argue that rebellions in the period between 1554 and 1603 were motivated primarily by opposition to religious change. The response might support this proposition by considering issues such as:

- The Wyatt rebellion certainly had religion as a major motivation, particularly the fear of England becoming re-catholicised following the proposed marriage between Mary and Philip of Spain.
- The powerful nobles during the Rebellion of the Northern Earls in 1569 were also motivated by opposition to religious change. Many were influenced by Catholic ideas on the continent and they hoped that they would be able to have the Catholic Mary Queen of Scots on the throne.
- Further rebellion and plots also revolved around Mary Queen of Scots, including the Throckmorton Plot and the Babington Plot but these were more to do with political control than religious change.

Candidates might consider challenging the proposition in the question by arguing that opposition to religious change was but one among a number of factors that caused rebellion in this period. The response might consider issues such as:

- the Wyatt rebellion was mainly motivated by opposition to the Spanish marriage and to the employment of Spanish advisers at court
- Some of the key complaints in the rebellion of the Northern Earls and Essex rebellion were economic in nature such as the loss of royal patronage and the ability to reward their followers
- the nobles involved in the Wyatt, Northern and Essex rebellions were more concerned about their political careers and their dwindling influence at court

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which rebellions in the period between 1554 and 1603 were motivated primarily by opposition to religious change.

INDICATIVE CONTENT FOR QUESTION 3 (COMPULSORY)

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 government legislation the main influence on the treatment of the poor and vagrants in the period 1485-1603?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether government legislation was the main influence on the treatment of the poor and vagrants in this period. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which it can be said that the treatment of the poor and vagrants was mainly influenced by government legislation in this period. In order to reach a substantial judgement about the issue, candidates may argue that the treatment of the poor and vagrants was mainly influenced by government legislation. The response might support this proposition by considering issues such as:

- Parliamentary legislation contains many examples of repressive legislation none more so than the so-called slavery act 1547
- the more repressive parliamentary acts were mainly directed against vagrants
- severity of punishments for vagrant poor increased in line with rise in vagrancy as the century wore on but deserving poor were treated sympathetically
- the treatment of the poor had changed by the end of the sixteenth century being more enlightened and supportive though the vagrants continued to be punished

Candidates might consider challenging the proposition in the question by arguing that government legislation was not the main influence on the treatment of poor and vagrants. The response might consider issues such as:

- municipal authorities were more active in relieving the poor such as in Norwich and London though they were also prepared to punish those thought to be work shy or criminal
- trade guilds, hospitals and philanthropic societies were set up to help the poor
- wealthy merchants offered private charity or set up charitable foundations to educate or relieve the distress of the poor
- the Church offered help and support though this declined after the dissolution of the monasteries in the 1530s

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which it can be said that the treatment of the poor and vagrants was mainly influenced by government legislation in the period 1485-1603.

ASSESSMENT GRID FOR ALL QUESTIONS ON UNIT 3

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 specifically focused on discussing the key concept in the question set; it demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme; it provides a substantiated, sustained and integrated judgement covering the whole or nearly all of the set period</i>
B6H	30	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides a fully evaluative and lucid essay with a fully convincing substantiated judgement covering the whole of the set period.
B6M	28	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides an evaluative and lucid essay with a substantiated judgement covering nearly all 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 question set, it demonstrates mostly accurate and relevant knowledge of the key features and characteristics associated with the theme; it provides a supported, balanced and appropriate judgement covering the greater part of the set period</i>
B5H	25	The response clearly engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout the essay; the response provides an evaluative and well written essay with a balanced and appropriate judgement covering the greater part of the set period.
B5M	23	The response engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout most of the essay; the response provides an evaluative and well written essay with a mostly balanced and appropriate judgement covering the greater part 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 question set, it demonstrates some accurate and relevant knowledge of the key features and characteristics associated with the theme; it provides a generally supported and balanced judgement covering most of the set period.</i>
B4H	20	The response will be mainly focused on debating the key concept in the question set. There will be some meaningful discussion of how the main features and characteristics associated with the theme impacted on the key concept over most of the set period. 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 discuss how certain features and characteristics associated with the theme related to the key concept over most of the period. There will be a balanced judgement but there may well be some drift. <i>[Note that a general discussion of a number of factors supported by a judgement with a series of mini judgements at the end of each paragraph can be credited here.]</i>
B4L	16	The response begins to show some characteristics of Band 4

Band 3 CHARACTERISTICS		<i>The response has some accurate and relevant knowledge of the main issues associated with the relevant theme; there may be some weak reference to the key concept in the question set but it is usually restricted to a “for and against” discussion with some patchy period coverage</i>
B3H	15	The response tends to focus on using a highly structured series of features and characteristics associated with the theme rather than attempting to address the key concept in the question set. There will be reasonable period coverage and the response will 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 features and characteristics associated with the theme. There may be a weak focus and imbalanced judgement on the key concept in the question set.
B3L	11	The response begins to show some characteristics of Band 3

Band 2 CHARACTERISTICS		<i>The response is largely based on the general theme but is descriptive in tone with only very limited focus on discussing the key concept in the set question; period coverage will be narrow or lack chronology</i>
B2H	8	The response is a predominantly descriptive account of the features and characteristics associated with the theme. There may be a “tagged on” <i>[throwaway / simplistic / bolt-on]</i> judgement referring to the key concept in the set question which is not appropriately supported.
B2L	6	The response is limited to a descriptive account of the features and characteristics associated with the theme - basically narrative with no judgement attempted.

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 associated theme.
B1L	3	The response is very brief and / or largely irrelevant.
	0	Use for incorrect answers