



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 3
BREADTH STUDY 1

WALES: RESISTANCE, CONQUEST AND REBELLION,
c. 1240-1415

1100UA0-1

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 3
BREADTH STUDY 1
WALES: RESISTANCE, CONQUEST AND REBELLION c.1240 -1415
MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

The questions each 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 assessment 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 did the governance of Wales change in the period 1240-1284?

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 governance of Wales changed in the period 1240-1284. 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 governance of Wales changed in the period 1240-1284. In order to reach a substantiated judgement about this issue, candidates may argue that the extent of change in the governance of Wales was quite extensive. The response might support this proposition by considering issues such as:

- The establishment of the native principality marked the beginning of the attempt to secure Welsh independence and the diminishing of English rule.
- The native princes were the first to acknowledge the primacy of Llywelyn ap Gruffudd and his authority as Prince of Wales in 1258.
- The English king was forced to acknowledge Llywelyn's primacy in Wales and the independence of his principality in 1267.
- The Treaty of Aberconwy and Statute of Rhuddlan marked significant points in the governance of Wales.
- The building of castles and walled towns brought a new dimension to the governance of Wales.

Candidates might consider challenging the proposition in the question by arguing that there was very little real change in the governance of Wales in the period 1240-1284. The response might consider issues such as:

- The governance of native Wales did not significantly change in the period between the death of Llywelyn the Great and the rule of Llywelyn the Last.
- The Crown's relationship with and governance of Wales did not change until the very end of the period.
- The governance of the marcher lordships did not significantly change during this period. There is more evidence of continuity than change here.
- The Crown's relationship with the Marcher lords did not change very much during this period.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the governance of Wales changed in the period 1240-1284.

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.

'The failure of Welsh rebellion and resistance in the period between 1370 and 1415 was mainly due to a lack of effective leadership.' **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 failure of Welsh rebellion and resistance in the period between 1370 and 1415 was mainly due to a lack of effective leadership. 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 a lack of effective leadership was mainly responsible for the failure of Welsh rebellion and resistance between 1370 and 1415. In order to reach a substantiated judgement about this issue, candidates may argue that a lack of effective leadership was indeed mainly responsible for the failure of Welsh rebellion and resistance. The response might support this proposition by considering issues such as:

- Owain Lawgoch never even made it to Wales and his leadership in exile was too far removed from events in the country.
- Owain Glyndwr failed to convince enough of his countrymen to join him which resulted in a civil war.
- Both leaders failed to appreciate the size and strength of the English state and its military.
- Glyndwr's failure to properly support his English allies in 1403 was a grave mistake.
- Glyndwr's failure to engage with the English in battle in 1405 marked the beginning of the end of the rebellion. His French allies lost confidence in his leadership.
- Lawgoch failed to make better use of the bards to propagandise his rebellion.

Candidates might consider challenging the proposition in the question by arguing that there were other factors besides a lack of effective leadership to explain the failure of Welsh rebellion and resistance in this period. The response might consider issues such as:

- The military and financial strength and power of the English crown.
- The divisions within Welsh gentry and society leading to a civil war.
- The failure of the French to properly support Lawgoch and also provide the substantial invasion force required by Glyndwr to succeed.
- Pressure and weight of expectation on the shoulders of both leaders - it was simply unrealistic.
- The lack of adequate financial and material resources to support and sustain a Welsh rebellion.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the lack of effective leadership contributed to the failure of Welsh rebellion and resistance in the period 1370-1415.

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 far do you agree that the growth of towns was the most significant development in the economy and society of Wales in the period 1284-1415?

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 growth of towns was the most significant development in the society and economy of Wales in the period 1284-1415. 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 significance of the growth of towns. In order to reach a substantiated judgement about this issue, candidates may argue that the growth of towns was the most significant development in the society and economy of Wales in the period 1284-1415. The response might support this proposition by considering issues such as:

- The impact of the militarisation and plantation of Wales using castles and English-only towns.
- Increasing migration of people from country to towns.
- The rise of independent tradesmen in towns.
- The increasing power and wealth of Welsh towns as economic centres of trade and industry.

Candidates might consider challenging the proposition in the question by arguing that there were other equally or more significant developments in the society and economy of Wales between 1284 and 1415. The response might consider issues such as:

- Legal changes such as adoption of English laws and gradual decline of Welsh law.
- Political and administrative changes such as development of Crown lands and Marcher lordships with new offices and powers.
- Transition from princely to gentry status for the top tier of landholding families.
- Rise of non-princely landholders to join former princely families.
- English land law enabling enterprising Welshmen to purchase estates.
- Office holding opportunities for Welshmen to serve English crown and Marcher lords in governing local population.
- Social and economic changes due to Black Death - rise of bastard feudalism and widespread destruction of rural communities.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the growth of towns was the most significant development in the society and economy of Wales in the period 1284-1415.

GENERIC MARK SCHEME UNIT 3

THIS CAN BE USED WITH ALL QUESTIONS

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.

Band 6 CHARACTERISTICS		<i>The response is specifically focused on covering the whole or nearly all of the set period and debating the key concept in the question set and provides a substantiated, sustained and integrated judgement. It demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme.</i>
B6H	30	The response engages with the exact key concept in the question set covering the whole of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides a fully analytical, evaluative and lucid essay with a fully convincing and substantiated judgement.
B6S	27	The response engages with the key concept in the question set covering nearly all of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides an analytical, evaluative and lucid essay with a convincing and substantiated judgement.

Band 5 CHARACTERISTICS		<i>The response is mainly focussed on covering the greater part of the set period and 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.</i>
B5H	25	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with a balanced and appropriate judgement.
B5S	23	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with an appropriate judgement
B5C	21	The response begins to show some characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period, especially in Section B.]</i>

Band 4 CHARACTERISTICS		<i>The response attempts to cover most of the set period and debates discusses 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 supported judgement</i>
B4H	20	The response is mainly focused on covering most of the set period and there will be a meaningful discussion of how the main features and characteristics associated with the theme had an impact on the key concept. There will be a balanced judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept and covers most of the period in the question set. There will be an attempt to outline features and characteristics associated with the theme. There may well be a series of mini judgements and some drift.

Band 3 CHARACTERISTICS		<i>The response has some patchy period coverage; there is some accurate and relevant knowledge of the main issues associated with the relevant theme.</i>
B3H	15	The response tends to focus on using a highly structured series of features and characteristics associated with the theme. The response will offer a judgement with some support, often by considering factors for and against. There will be some patchy period coverage
B3S	13	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme.

Band 2 CHARACTERISTICS		<i>The response is largely based on the general theme but is descriptive / narrative; period coverage will be narrow or lack chronology</i>
B2H	8	The response is a predominantly descriptive / narrative account of the features and characteristics associated with the theme. There will be a "tagged on" judgement.
B2S	6	The response is limited to a descriptive / narrative account of the features and characteristics associated with the theme, with no judgement attempted.

Band 1 CHARACTERISTICS		<i>The response is 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.
B1S	3	The response is very brief and / or largely irrelevant.
	0	Use for incorrect answers