



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

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 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 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 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.*

### **To what extent did protest and rebellion pose a significant threat to the monarchy during the reign of Henry VII (1485-1509)?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case that the extent to which protest and rebellion posed a significant threat to the monarchy during the reign of Henry VII. 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 protest and rebellion posed a significant threat to the monarchy during the reign of Henry VII. In order to reach a substantiated judgement about this issue, candidates may argue that the monarchy under Henry VII was very much threatened by protest and rebellion in this period. The response might consider issues such as:

- The very fact that any rebellion broke out was a threat because it challenged the power and authority of the King's Peace. It might be argued that the monarchy was thus seriously threatened during Henry VII's reign.
- The dynastic ambitions of the Pretenders supported by disaffected Yorkists was a serious threat because the primary aim was the removal of the king.
- 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, might destabilise the monarchy's international position.
- The Cornish rebellion of 1497 was a major threat on two fronts – its scale and the ease with which the rebels marched to London. Henry was forced to deploy forces to confront the rebels at Blackheath.

Candidates might consider challenging the proposition in the question by arguing that the monarchy was never seriously threatened by protest and rebellion during the reign of Henry VII. The response might support this proposition by considering issues such as:

- During the reign of Henry VII the rebellions in Yorkshire (1489) and Cornwall (1497) were simply about tax and not aimed directly at the monarchy.
- Even the dynastic rebellions aimed at removing Henry VII, such as those of the Pretenders, were unlikely to succeed and were never a serious threat
- The threat posed by foreign powers was more apparent than real. Only one monarch, Margaret of Burgundy, actively funded and armed a mercenary army.
- The plots, protests and rebellions did not overlap or coincide which allowed Henry VII to deal with them in turn.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which protest and rebellion posed a significant threat to the monarchy during the reign of Henry VII in the period 1485-1509.

## 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 protest and rebellion posed a significant threat to the monarchy during the reign of Elizabeth I (1558-1603)?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether protest and rebellion posed a significant threat to the monarchy during the reign of Elizabeth. 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 protest and rebellion posed a significant threat to the monarchy during the reign of Elizabeth. In order to reach a substantiated judgement about this issue, candidates may argue that protest and rebellion in this period did pose a significant threat to Elizabeth. The response might support this proposition by considering issues such as:

- The powerful nobles involved in the Northern Rising (1569-70) were concerned about their political careers and their dwindling influence at court. Their power made this a serious threat.
- The Essex rebellion (1601) aimed at removing the queen's advisers with him as the new power behind the throne.
- The plots to assassinate the queen – Ridolfi, Throckmorton, Parry and Babington – were extremely serious as shown by the punishments meted out.
- The very nature of rebellion posed a threat to the monarchy because it challenged the idea of royal power – especially if wielded by a woman.

Candidates might consider challenging the proposition in the question by arguing that protest and rebellion in this period did not significantly threaten the monarchy under Elizabeth. The response might consider issues such as:

- Some of the key complaints in some of the local protests were economic in nature, concerning poverty and unemployment, and did not question the monarchy.
- The Puritans opposed the Anglican Church set up by Elizabeth but they did not plan to remove her from power. They were mainly focused on the Catholic threat.
- The Oxford protests of 1596 (and others like them sporadically through the mid 1570s and early to mid 1590s) were in respect of famine and increasing food prices not focused on the monarchy.
- The Northern rising was localised and did not spread south.
- The Essex rising did not intend to remove the queen and it lacked substantial support.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which protest and rebellion in the period 1558-1603 posed a significant threat to the monarchy under Elizabeth.

### 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 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 can the dissolution of the monasteries be considered the major turning point in the treatment of the poor and vagrants in the period 1495-1601?**

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 can be considered the major turning point in the treatment of the poor and vagrants in the period between 1495 and 1601. 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 dissolution of the monasteries can be considered the major turning point in the treatment of the poor and vagrants in this period. In order to reach a substantiated judgement about this issue, candidates may argue that the dissolution of the monasteries was the major turning point in the treatment of the poor and vagrants in this period. The response might support this proposition by considering issues such as:

- Monastic institutions bore the overwhelming burden of poor relief. Monastic charity and relief was sorely missed after their dissolution. No plan had been put in place to replace the monasteries. Their loss can be considered a huge turning point in the treatment of the poor and vagrants particularly in the poorer areas such as the north of England and Wales.
- The Church continued to offer help and support though the decline was quite marked after the dissolution especially from the mid-1540s onwards leading to problems with relief.
- The dissolution eventually forced the Crown and its government to act in respect of the rising levels of poverty and vagrancy.
- 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 the dissolution did not represent the major turning point in the treatment of the poor and vagrants in this period. The response might consider issues such as:

- Municipal authorities were mainly responsible for changing treatment of the poor by adopting a policy of relief rather than oppression from the late 1540s onwards. London in the 1540s and Norwich in the 1570s may be cited as support for this as a turning point.
- Trade guilds, hospitals and philanthropic societies were also instrumental in changing the treatment of poor and vagrants. They became more prominent in the second half of the sixteenth century.
- Wealthy merchants began to offer private charity or set up charitable foundations to educate or relieve the distress of the poor. Their intervention proved to be a turning point in towns though rural communities were hardly touched.

- Parliamentary legislation contains many examples of repressive legislation, none more so than the so-called slavery act of 1547. This was a negative turning point.
- Severity of punishments for vagrants and poor increased in line with rise in vagrancy as the century wore on but the deserving poor were treated more sympathetically from the mid to late 1550s.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which it can be said that the dissolution of the monasteries was the major turning point in the treatment of the poor and vagrants 1495-1601.

## 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.

<b>Band 6 CHARACTERISTICS</b>		<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.

<b>Band 5 CHARACTERISTICS</b>		<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>



<b>Band 4 CHARACTERISTICS</b>		<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.

<b>Band 3 CHARACTERISTICS</b>		<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.

<b>Band 2 CHARACTERISTICS</b>		<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.

<b>Band 1 CHARACTERISTICS</b>		<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