



GCE MARK SCHEME

SUMMER 2019

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 2019 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.

‘The most significant cause of poverty and vagrancy in the period from 1509 to 1553 was enclosure.’ 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 the extent to which enclosure was the most significant cause of poverty and vagrancy in the period from 1509 to 1553. 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 enclosure was the most significant cause of poverty and vagrancy in the period from 1509 to 1553. In order to reach a substantiated judgement about this issue, candidates may argue that enclosure was the most significant cause of poverty and vagrancy in this period. In support of this view, they may suggest that:

- large-scale consolidation of manorial farms led to the destruction of some villages;
- enclosure represented a significant change in agriculture, with its move from labour-intensive arable farming to labour-saving pastoral farming;
- enclosure led to rising unemployment;
- the enclosing of common land denied small scale farmers land for their crops/animals;
- there was rural depopulation and demographic movement to urban areas.

Candidates may consider challenging the proposition in the question by arguing that enclosure was but one among many causes of poverty and vagrancy in the period from 1509 to 1553, suggesting that:

- there were fewer wars, and restrictions on retaining led to greater unemployment;
- the dissolution of the monasteries was significant;
- there was inflation and debasement of the coinage;
- there was an economic crisis and depression, especially in the wool industry;
- there was a rising population;
- charity—from a shrinking Church—was diminishing.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which enclosure was the most significant cause of poverty and vagrancy in the period from 1509 to 1553.

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 municipal schemes were the most effective method of dealing with the problem of poverty and vagrancy in the period from 1558 to 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 the municipal schemes were the most effective method of dealing with the problem of poverty and vagrancy in the period from 1558 to 1603.

Candidates will offer an analysis and evaluation of the extent to which municipal schemes were the most effective method of dealing with the problem of poverty and vagrancy in the period from 1558 to 1603. In order to reach a substantiated judgement about this issue, candidates may argue that the municipal schemes were far more effective than any other method in dealing with the problem of poverty and vagrancy in this period. They may support this proposition by suggesting that:

- municipal authorities were mainly responsible for changing attitudes to the poor by adopting a policy of relief rather than oppression from the late-1550s onwards;
- Norwich, in the 1570s, led the way in adopting an innovative approach to the problem, for example, conducting surveys of the poor, and encouraging work-hire schemes at the market cross. These schemes tended to influence governments;
- town trade guilds, hospitals and philanthropic societies were instrumental in offering positive relief to the poor and vagrant;
- wealthy urban-based merchants offered private charity or set up charitable foundations to educate or relieve the distress of the poor.

Candidates might consider challenging the proposition in the question by arguing that the municipal schemes were not the most effective method in dealing with the problem of poverty and vagrancy in this period. They may suggest that:

- parliamentary legislation contained many examples of enlightened legislation such as the Statute of Artificers 1563;
- government legislation applied to the whole country, including rural communities, whereas municipal schemes were small-scale and local;
- government initiatives had the force of law behind them, so they could punish and well as relieve. Government had greater resources at its disposal;
- government was the first to distinguish between the deserving poor, who were treated more sympathetically from the late 1550s, and the able-bodied vagrant.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which it can be said that municipal schemes were more effective than any other method in dealing with the problem of poverty and vagrancy in the period from 1558 to 1603.

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 were protests and rebellions in the period from 1485 to 1603 motivated mainly by political grievances?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case whether protests and rebellions in the period from 1485 to 1603 were motivated mainly by political grievances. 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 protests and rebellions in the period from 1485 to 1603 were motivated mainly by political grievances. In order to reach a substantiated judgement about this issue, candidates may argue that protests and rebellions in this period were motivated primarily by political ambition. They may support this proposition by suggesting that:

- the man behind the Pretender Simnel (1486)—the Earl of Lincoln—was politically aggrieved;
- the Wyatt rebellion (1554) was politically motivated by loss of influence at court;
- the Northern Rising (1569–1570) was concerned about the leaders' political careers and their dwindling influence at court;
- the Essex rebellion (1601) aimed to remove the queen's advisers and make Essex the new power behind the throne.

Candidates might consider challenging the proposition in the question by arguing that protests and rebellions in this period were motivated mainly by political grievances. They may suggest that:

- the Yorkshire (1489) and Cornish (1497) rebellions were about taxation;
- the Kett rebellion (1549) was economically driven—largely by enclosure;
- the Pilgrimage of Grace (1536), Western rebellion (1549) and various plots against Elizabeth (1571–1586) were driven by religious complaints/considerations;
- 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.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which protests and rebellions in the period from 1485 to 1603 were motivated mainly by political grievances.

UNIT 3: THE BREADTH STUDY MARK SCHEME for 2019

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 awarded to answers showing the appropriate characteristics.

Band 6 CHARACTERISTICS Lucid; convincing; debating		<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 Coherent; engaging; debating		<i>The response is mainly focused 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 most of the period, especially in Section B.]</i>

Band 4 CHARACTERISTICS		<i>The response attempts to cover most of the set period and 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>
Meaningful discussion; mini judgements		
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.
B4C	16	The response begins to show some characteristics of Band 4. <i>[This can be used for good Band 3 responses that offer at least one valid reference or judgement on the key concept.]</i>
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>
Two sided; listing; assertions		
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>
Narrative; descriptive; tagged-on		
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>
Brief; undeveloped; largely irrelevant		
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