



GCE A LEVEL MARKING SCHEME

SUMMER 2022

**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 2022 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.

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 focused on the ability to analyse, evaluate and reach substantiated judgements. In Theme 1, candidates choose one question from a choice of two. In Theme 2, candidates again choose one question from a choice of two. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme has two parts:

- An assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- Advice on each specific question outlining indicative content that 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.

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. Third, 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.

AO1: 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.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	26–30 marks	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	21–25 marks	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	16–20 marks	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	11–15 marks	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	6–10 marks		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	1–5 marks		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

Theme 1 *Society, culture and the economy c.1240–1415*

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“The Edwardian conquest led to the most significant changes in the culture, society and economy of Wales during the period from 1240 to 1370.” Discuss.

Candidates will offer a supported analysis of the Edwardian conquest that determines the significance of its contribution to changes in the culture, society and economy of Wales – in relation to other relevant issues and in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the Edwardian conquest led to the most significant changes in the culture, society and economy of Wales during the specified period may include the following.

- Importation and enforcement of English law and customs greatly affected Welsh law, customs and way of life.
- Foundation of walled towns for trade and castles for controlling the native people were a physical and visible symbol of conquest and submission.
- Destruction of Welsh princely class and demotion of native nobility greatly affected the hierarchical structure of Welsh society.

Arguments that suggest that the Edwardian conquest did not lead to the most significant changes in the culture, society and economy of Wales during the specified period may include the following.

- Social changes – including the effects of illness and disease on the population, especially labourers in agricultural industries.
- Changes in patronage of the bards/poets – secular (gentry) patrons matched in numbers by monastic patrons.
- A rising class of native gentry and incoming English landowners changed society.
- The growing influence of English culture and language had a significant impact.
- An expanding class of merchant and artisans led to growth in urban centres and trade.

0 2

How significant to the culture, society and economy of Wales between 1282 and 1415 were the changes in Welsh and Marcher law?

Candidates will offer a supported analysis of the changes in the Welsh and Marcher law, measuring their significance to the culture, society and economy of Wales – in relation to other relevant issues and in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the changes in Welsh and Marcher law were significant to the culture, society and economy of Wales during the specified period may include the following.

- There was a marked decline in the use of Welsh law, specifically the Laws of Hywel Dda.
- There was evidence of greater enforcement of Marcher law in Marcher Lordships at the expense of native laws and customs.
- There was active discrimination between Welsh and English in legal terms. In effect the Welsh became second class citizens.
- The adoption of English legal practices and law courts within Principality lands had a significant impact on law-making and enforcement.

Arguments that suggest that the changes in Welsh and Marcher law were not significant to the culture, society and economy of Wales during the specified period may include the following.

- Significant social changes included the effects of illness and disease, and English influence on the native population.
- There were changes in the patronage of the bards/poets whereby secular (gentry) patrons were matched in numbers by monastic patrons.
- There was a change in the nature of Welsh poetry, which became more religious in tone and outlook, perhaps reflecting effects of increased monastic patronage.
- The growing influence of English culture and language on the Welsh was significant.

Theme 2 *Governance and rebellion c.1240–1415.*

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Evaluate the impact of the colonial settlement of Wales on the governance of Wales between 1276 and 1415.

Candidates will offer a supported appraisal of the colonial settlement that ascertains its impact on the governance of Wales; in relation to other relevant issues and in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the colonial settlement of Wales had a significant impact on the governance of Wales during the specified period may include the following.

- Colonial settlement encouraged the recruitment of native Welsh-speaking administrators in local government, which promoted good governance.
- Colonial settlement encouraged social assimilation and, in some areas, led to a better understanding of culture and lifestyle.
- Colonial settlement led to the adoption of English law and customs, which aided co-operation, co-existence and smooth governance.
- Colonial settlement increased trade between Wales and England and improved the economy of Wales.

Arguments that suggest that the colonial settlement of Wales had an impact of lesser significance on the governance of Wales during the specified period may include the following.

- Colonial settlement led to rising numbers of incomers, which bred resentment and encouraged protest and resistance.
- Rising levels of resentment sometimes caused outbreaks of rebellion in certain localities, which eventually led to a national uprising under Glyndwr.
- The founding and building of castles and walled towns became symbols of repression, power and control.
- The Colonial settlement of land taken from the native Welsh led to confrontation and a breakdown in trust between the colonists and native Welsh.

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How significant were the changes in the governance of Wales between 1284 and 1415?

[30]

Candidates will offer a supported analysis of the changes in the governance of Wales, measuring their significance; in relation to other relevant issues and in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the changes in the government of Wales were significant during the specified period may include the following.

- The Statute of Rhuddlan transformed the nature of governance in Wales by recognising the division of the country into the Principality and Marcher lordships.
- The changes in government encouraged the recruitment of native Welsh-speaking administrators in local government which promoted good governance.
- The political settlement encouraged social assimilation and, in some areas, led to a better understanding of culture and lifestyle.
- The political settlement led to the adoption of English law and customs, which aided co-operation, co-existence and smooth governance.
- Royal and marcher government increased trade between Wales and England and improved the economy of Wales.

Arguments that suggest that the changes in the government of Wales were of lesser significance during the specified period may include the following.

- The rising numbers of incomers bred resentment and encouraged protest and resistance, which led to a breakdown in governance.
- The founding and building of castles and walled towns became symbols of repression, foreign power and control.
- The often-enforced settlement of land taken from the native Welsh led to confrontation and a breakdown in trust between the colonists and native Welsh.