

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 do you agree that Wales was well governed in the period 1240-1282?

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 Wales was well governed in the period 1240-1282. 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 Wales was well governed in the period 1240-1282. In order to reach a substantiated judgement about this issue, candidates may argue that Wales was well governed in the period 1240-1282. The response might support this proposition by considering issues such as:

- the administration of areas under the Welsh princes such as Gwynedd, Powys and Deheubarth
- the application of laws and operation of justice under the Welsh princes especially in Gwynedd
- the flowering of bards and musicians and a distinct culture in Wales of the Princes suggests ordered government
- connection and correspondence with European states suggests good organisation and governance
- some of the areas controlled by the Marcher Lords under the concept of *sicut regale*

Candidates might consider challenging the proposition in the question by arguing that in some respects Wales was not well governed in the period 1240-1282. The response might consider issues such as:

- there was some lawlessness and disputes within Gwynedd, Powys and Deheubarth amongst the Welsh Princes
- there were some problems governing the numerous Marcher Lordship by the Norman barons
- in some Marcher Lordships there were disputes between the local population and their Lords over, for example, the application of Welsh or English laws
- the influence of the English king was variable across areas of Wales with little oversight over the governance of the March.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Wales was well governed in the period 1240-1282.

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 Wales was well governed in the period 1284-1307?

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 Wales was well governed in the period 1282-1307. 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 Wales was well governed in the period 1282-1307. They will consider a range of key In order to reach a substantiated judgement about this issue, candidates may argue that Wales was well governed in the period 1282-1307. The response might support this proposition by considering issues such as:

- the Edwardian conquest brought a degree of uniformity to some areas of Wales
- The Statute of Rhuddlan of 1284 established royal authority and English law in areas of Wales
- The Marcher Lordships were extended into more central areas of Wales and from the 1290s put under greater oversight by Edward I
- Some areas of Wales were left under the governance of Welsh rulers – such as Owain ap Gruffudd ap Gwenwynwyn- but under the oversight of Edward I.

Candidates might consider challenging the proposition in the question by arguing that in some respects Wales was not well governed in the period 1282-1307. The response might consider issues such as:

- there was some lawlessness and disputes within the numerous Marcher Lordship and amongst the people in the new towns / castles and the local population elsewhere in Wales
- in some Marcher Lordships there were disputes for example, over the application of Welsh or English laws
- the Conquest disrupted the governance of Wales for decades and left grievances which prompted revolts such as in 1287–8, and the rebellion of Madog ap Llywelyn in 1294
- the building of castles and new towns populated by supporters of the English king suggests that governance was not settled in the period between the Conquest and the death of the King.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Wales was well governed in the period 1282-1307.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

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	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>have a specific focus on discussing the key concepts in the question set</i> <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> <i>Include specific supporting arguments leading to a substantiated, sustained and integrated judgement</i> <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise generally accurate and relevant historical knowledge</i> <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate some accurate and relevant historical knowledge</i> <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> <i>offer some comments about the relationships between key features and characteristics of the historical period</i> <i>attempt to provide a judgment on the question set</i> <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>

GCE A LEVEL HISTORY - UNIT 3 Specimen Assessment Materials 11

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>make a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

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 was life in Wales transformed between 1240 and 1350?

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 life in Wales was transformed between 1240 and 1350. 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 life in Wales was transformed between 1240 and 1350. In order to reach a substantiated judgement about this issue, candidates may argue that life in Wales was transformed between 1240 and 1350. The response might support this proposition by considering issues such as:

- the extent to which governance by native rulers was eroded during the century
- the extension of Marcher Lordships
- the extension of English laws
- the extension of towns and castles populated by non-Welsh people
- trade, commercial and economic developments
- the immediate impact of the Black Death on the population of Wales

Candidates might consider challenging the proposition in the question by arguing that in some respects life in Wales was hardly transformed between 1240 and 1350. The response might consider issues such as:

- some smaller areas of Wales were still under the control of native rulers
- the culture of Wales was still vibrant despite the ending of the bardic tradition and gave rise to the poetry of Dafydd ap Gwilym
- for most of the population the Welsh language continued to be their only language
- some traditional Welsh laws, even if amended, continued to be used alongside the English laws
- most of population continued to work in agriculture and associated trades and crafts

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which life in Wales was transformed between 1240 and 1350.

GCE AS LEVEL HISTORY - UNIT 3 Specimen Assessment Materials 13

ASSESSMENT GRID FOR QUESTION 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	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise consistently accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering the period set</i> <i>reach a mostly substantiated and sustained judgment regarding the question set</i> <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the key concept in the question set</i> <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> <i>offer a clear judgement regarding the set issue</i> <i>provide an answer that shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some accurate and relevant historical knowledge</i> <i>show some accurate analysis and evaluation of the key issue in the question</i> <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> <i>make some attempt to provide supporting arguments for the judgment reached</i> <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

GCE AS LEVEL HISTORY - UNIT 3 Specimen Assessment Materials 14

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		