

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.

‘Rebellions in the years 1549 to 1569 stemmed largely from the weakness of central government.’ How far do you agree with this view?

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 rebellions in the years 1549 to 1569 stemmed from the weakness of central government. 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 rebellions in the years 1549 to 1569 stemmed from the weakness of central government. In order to reach a substantiated judgement about this issue, candidates may argue that rebellions in the years 1549 to 1569 did stem from the weakness of central government. The response might support this proposition by considering issues such as:

- local and regional loyalties were stronger than national feeling/loyalty to a central government
- central government was dependent on local nobles and JPs to carry out orders; this was often inoperable
- central government had no control over local economic problems (although blamed for them)
- both Kett’s and the Western Rebellion escalated because of frustration with central government
- in the Northern rebellion the nobility also turned against central authority.

Candidates might consider challenging the proposition in the question by arguing that other factors were more important in stimulating protest. The response might consider issues such as:

- some of the rebellions were clearly motivated by religious discontent which any weakness in the central government allowed but did not motivate; these included the Western Rebellion of 1549, Wyatt’s Rebellion against Mary and, in part, the Rising of the Northern Earls
- political discontent was also evident as a motivational factor in relation to the Rising of the Northern Earls
- the importance of factors such as economic distress (Kett) and ambition (the Northern Earls) can also be seen
- an understanding that weakness of central government allowed, but often did not promote, rebellions

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which rebellions in the years 1549 to 1569 stemmed from the weakness of central government.

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.

To what extent were the plots to assassinate Elizabeth the main cause of conflict between England and the Catholic powers in the period 1568-1600?

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 plots to assassinate Elizabeth were the main cause of conflict between England and the Catholic powers. 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 plots to assassinate Elizabeth were the main cause of conflict between England and the Catholic powers in the period 1568-1600. In order to reach a substantiated judgement about this issue, candidates may argue that the plots were the main cause of conflict. The response might support this proposition by considering issues such as:

- the conspiracies linked with the imprisonment of Mary Queen of Scots
- the Pope's reaction to Mary's imprisonment
- the impact of the Babington Plot on relations with Spain
- many plots were part of a wider political strategy by Spain

Candidates might consider challenging the proposition in the question by arguing that there were other main causes of conflict between England and the Catholic powers. The response might consider challenging the proposition by considering that:

- Elizabeth's religious policies were very provoking as seen by her excommunication in 1570
- Elizabeth's support for the privateers Drake and Hawkins, was a factor in worsening relations
- she also supported the revolt in the Netherlands
- yet relations with France remained generally cordial

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the plots to assassinate Elizabeth were the main cause of conflict between England and the Catholic powers in the period 1568-1600.

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>

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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 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 was the government's attitude to poverty and vagrancy mainly influenced by the fear of crime in the period 1485-1603?

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 government's attitude to poverty and vagrancy was mainly influenced by the fear of crime in the period 1485-1603. 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 the government's attitude to poverty and vagrancy was mainly influenced by the fear of crime in the period 1485-1603. In order to reach a substantiated judgement about this issue, candidates may argue that the government's attitude to poverty and vagrancy was mainly influenced by the fear of crime. The response might support this proposition by considering issues such as:

- the relationship between government attitudes/policy and the issue of crime and disorder. There was continuity in the harsh attitude and hard line policy adopted towards vagrants during and over this period until the Act of 1601
- the common perception that masterless men were almost obliged to become criminal. Vagrants existed contrary to the Great Chain of Being
- municipal authorities were particularly fearful of the large numbers of poor/vagrants seeking shelter with the walls of their towns
- seeking employment was not generally accepted as a valid reason for wandering poor

Learners might consider challenging the proposition in the question by arguing that the government's attitude to poverty and vagrancy was mainly influenced by other factors. The response might consider alternate factors such as:

- ignorance of the causes of poverty and vagrancy
- another factor was the decline in charity and support as a result of the pillaging of the Church and its inability to deal with the rising numbers of poor and vagrants
- the extent to which the government was more influenced by the church and the schemes put in place by local government bodies and municipalities
- the effects of enclosure, rising prices, rising population, famine and decline in food supplies are other factors that should be considered
- perhaps the fear of vagrants did not reflect the reality – the perception of criminal vagrants tended to exaggerate the issue

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the government's attitude to poverty and vagrancy was mainly influenced by the fear of crime in the period 1485-1603.

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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>

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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		