

UNIT 4**DEPTH STUDY 1****THE MID TUDOR CRISIS IN WALES AND ENGLAND c.1529-1570****Part 2: CHALLENGES FACING MARY AND ELIZABETH c.1553-1570****MARK SCHEME****QUESTION 1****Marking guidance for examiners****Summary of assessment objectives for Question 1**

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

The structure of the mark scheme

The mark scheme for Question 1 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 2.

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.

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.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying reaction to the Elizabethan Church Settlement.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and might consider the value of the sources to an historian studying reaction to the Elizabethan Church Settlement. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis of the value of the sources including:

- Source A is an instruction from the Council of Wales and the Marches to officials of Pembrokeshire concerning their reaction to the Act of Uniformity. Candidates should use their understanding of the historical context to identify this Act as an aspect of the Elizabethan Church Settlement. Scrutiny of the content of the source will show that the Council of Wales has serious concerns over the number of local officials in Pembrokeshire who have not shown the necessary commitment to the Act of Uniformity. The tone of the source is not threatening but it does clearly show that there are official concerns over the lack of urgency in following the strictures of this Act. In this way, Source A is of considerable value to an historian studying reaction to the Settlement as it shows that even at official levels, there was a lack of urgency or even a lack of commitment which had to be tackled by the leading authorities in Wales.
- The official evidence of Source A is corroborated by that of Source B. In this evidence the general critical tone of Source A is supported by a specific example of a leading figure in Wales who has not yet subscribed his support to the Act of Uniformity. This source is particularly useful because it gives specific reasons for Stradling's lack of commitment. The content reads very much like a list of excuses by Stradling who is concerned to explain his lack of obvious commitment to the legislation. The authors are fellow landowners and local officials who are obviously keen to show that they have taken action to pressurise Stradling, but to no avail it seems. This may well be linked to the order of Source A and gives the historian valuable evidence to move from a general assertion to support from a specific example.

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- While Sources A and B show initial and local reaction to the Church Settlement, Source C is from a more global and serious perspective. The extract from the Papal Bull excommunicating Elizabeth is a crucial source in demonstrating the reaction of the Catholic Church to the religious settlement of Elizabeth. It is obvious that her attempt to find a *via media* was not accepted by the Catholic Church and the use of the weapon of excommunication clearly shows the anger felt in the Church. The tone of the source is very angry and uses words like 'ungodly', 'wicked' and 'heretic' to emphasise this. The Papal Bull forbade Elizabeth's subjects to obey her Settlement on pain of excommunication. Understanding of the historical context will confirm that this placed many Catholics in a trying position. Most remained loyal despite this threat but some used the Papal Bull as an excuse to plot against the Queen.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying reaction to the Elizabethan Church Settlement and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

Focus: *Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within its historical context*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate sustained and accurate analysis and evaluation of source material with insight and discrimination</i> <i>provide sustained focus on dealing with the sources in the context of the specific enquiry</i> <i>offer a sustained judgment regarding the appropriateness of all the sources for the specific enquiry</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate a clear and accurate focus in the analysis and evaluation of source material with insight and discrimination</i> <i>place the sources in the context of the specific enquiry</i> <i>offer a clear judgment regarding the appropriateness of the sources for the specific enquiry</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate valid analysis and evaluation of source material with some insight and discrimination</i> <i>attempt to place the sources in the context of the enquiry;</i> <i>offer a judgment on the appropriateness of the sources for the enquiry which will be largely general in tone</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate some appropriate comments regarding the analysis and evaluation of source material</i> <i>make a limited attempt to place the sources in the context of the enquiry</i> <i>offer a judgment on appropriateness of the sources, often through mentioning omissions</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>comprehend and extract from source material with limited analysis</i> <i>offer a limited and brief judgment making tentative links to the historical context</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>comprehend and extract from some of the given sources</i> <i>make some reference to the historical context</i>
Award 0 for incorrect or irrelevant answers		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

QUESTIONS 2 AND 3

Marking guidance for examiners

Summary of assessment objectives for Question 2 and 3

Both questions 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 the question chosen is 30.

The structure of the mark scheme

The mark scheme for Questions 2 and 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.

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 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.

Compare and contrast the causes of the Wyatt Rebellion of 1554 with the Northern Rebellion of 1569.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case a comparison of the causes of the Wyatt Rebellion of 1554 and of the Northern Rebellion of 1569. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which the causes of the Wyatt Rebellion of 1554 the Northern Rebellion of 1569 can be compared. In order to reach a substantiated judgement about this issue, candidates may argue that the causes of the two rebellions had much in common. The response might consider supporting the proposition by considering:

- Both rebellions were aimed at unpopular policies of the Tudor queens
- Both planned to replace the monarch with a female figurehead – Wyatt planned to replace Mary with her sister Elizabeth; the Northern Earls planned to replace the same Elizabeth with Mary Queen of Scots
- Both rebellions were heavily influenced by political concerns: the Wyatt rebels were objecting to the proposed marriage of Mary I to the King of Spain, her cousin Philip II; here were no effective constitutional ways of opposing such a marriage. By the late 1550s, the established Northern families had had their power eroded; the Council of the North currently under the control of the queen's cousin had replaced much of their power
- Both rebellions were led by leading nobles: Wyatt's rebellion was led by prominent members of the Edwardian regime; who had done their best to keep Jane on the throne Northumberland had his restored under Mary Tudor, but under Elizabeth he found his position deprived

Candidates might consider challenging the proposition in the question by arguing that the causes of the two rebellions were also very different in many ways. The response might consider:

- Religious causes were present in both rebellions but it is more likely that this was a stronger motive in 1554. Wyatt was an enthusiastic evangelical and there is evidence of Protestant religious radicalism in Kent, the seat of the rebellion; there was a real fear that Mary would re-Catholicise England if she were Queen. The Northern Earls resented the crown's appointment of the Bishop of Durham; leaders like Markenfield and Matan were influenced by Catholic ideas in the continent
- Economic concerns played a greater role in the 1569 rebellion. Successive assaults on the nobility of the North, saw their lands confiscated - especially Northumberland's. The crown would not accept Northumberland's right to claim profits from copper mines discovered on his estates

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- Leading female noblewomen played a considerable role in the 1569 rebellion. The Earl of Westmoreland's wife pressured her husband as well as Northumberland to rise. The countess of Northumberland was powerful - she led men out in rebellion. They could rise in the north as it was not an integral part of the Tudor infrastructure.

Overall candidates will offer a debate and come to a substantiated judgement comparing and contrasting the causes of the Wyatt Rebellion of 1554 and of the Northern Rebellion of 1569.

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.

‘The most significant development for people in Wales between 1553 and 1570 was greater opportunity for social advancement.’ Discuss.

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 most significant development for people in Wales between 1553 and 1570 was greater opportunity for social advancement. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which the most significant development for people in Wales between 1553 and 1570 was greater opportunity for social advancement. In order to reach a substantiated judgement about this issue, candidates may argue that the most significant development for people in Wales was greater opportunity for social advancement. The response might consider supporting the proposition by considering:

- the potential benefits promised by the Acts of Union in 1536-1543 were likely to have had an effect on the lives of Welsh people by 1553
- the opportunity for social advancement was attractive and seized upon by the propertied classes, both established landowners and the emerging gentry class
- increased trade also offered the lower classes of society an opportunity to enrich and better themselves. Many took advantage of a stronger government which reduced the prospect of lawlessness and allowed trade and industry to grow both inside and outside Wales and the borders

Candidates might consider challenging the proposition in the question by arguing that there were more significant developments in Wales in this period. The response might consider issues such as:

- religious change during the reign of Mary and the first decade of Elizabeth’s reign
- the removal of the use of the Welsh language from official life will have been significant but its impact by 1570 was likely to be limited
- the most significant development may have been a well-documented growth in the numbers of poor and vagrants; the lowest levels of society had no means of social advancement or bettering themselves
- a strong argument would be that in this limited period, the extent of significant development in Wales was unlikely anyway and for most people life showed considerable continuity

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the most significant development for people in Wales between 1553 and 1570 was greater opportunity for social advancement.

ASSESSMENT GRID FOR QUESTIONS 2 AND 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 accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concept 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 judgment</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>

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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 the key issues and features 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>
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>have 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		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.