



GCSE MARKING SCHEME

SUMMER 2023

**HISTORY
COMPONENT 1: BRITISH STUDY IN DEPTH
1A. CONFLICT AND UPHEAVAL: ENGLAND,
1337–1381
C100UA0-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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.

COMPONENT 1: BRITISH STUDY IN DEPTH

1A: CONFLICT AND UPHEAVAL: ENGLAND, 1337–1381

SUMMER 2023 MARK SCHEME

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

| | | | | |
|------------------|-----|-----|---------|-----|
| Mark allocation: | AO1 | AO2 | AO3 (a) | AO4 |
| 4 | | | 4 | |

Question: e.g. **What can be learnt from Sources A and B about some of the main characteristics of life in fourteenth century England?** [4]

Band descriptors and mark allocations

This is the question and its mark tariff.

| AO3(a) 4 marks | | |
|----------------|--|------------|
| BAND 2 | Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks. | 3-4 |
| BAND 1 | Generalised answer with little analysis, paraphrasing or describing sources only. | 1-2 |

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- both sources show different characteristics of life in fourteenth-century England;
- Source A shows how important the Church was during this time in terms of how some believed that inequality was against God's teaching;
- it suggests that lords were unreasonably taxing people and that the results were starvation;
- it shows how during this time the basis of serfdom was being questioned and that to an extent the Church was part of this;
- Source B shows how important the wool trade was considered to be during this time;
- it shows the government was seeking to raise taxation through the sale of wool, and that merchants should not seek to avoid the tax;
- it shows the financial importance of the fourteenth-century wool trade through its financing of the monarchy;
- the sources show how inequality, serfdom and the wool trade were important features of life in fourteenth-century England.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

Question 1

| | | | | |
|------------------|-----|-----|---------|-----|
| Mark allocation: | AO1 | AO2 | AO3 (a) | AO4 |
| 4 | | | 4 | |

Question: **What can be learnt from Sources A and B about some of the main characteristics of life in fourteenth-century England?** [4]

Band descriptors and mark allocations

| AO3(a) 4 marks | | |
|----------------|--|------------|
| BAND 2 | Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks. | 3-4 |
| BAND 1 | Generalised answer with little analysis, paraphrasing or describing sources only. | 1-2 |

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *both sources show different characteristics of life in fourteenth-century England;*
- *Source A shows how important the Church was during this time in terms of how some believed that inequality was against God's teaching;*
- *it suggests that lords were unreasonably taxing people and that the results were starvation;*
- *it shows how during this time the basis of serfdom was being questioned and that to an extent the Church was part of this;*
- *Source B shows how important the wool trade was considered to be during this time;*
- *It shows the government was seeking to raise taxation through the sale of wool, and that merchants should not seek to avoid the tax;*
- *it shows the financial importance of the fourteenth-century wool trade through its financing of the monarchy;*
- *the sources show how inequality, serfdom and the wool trade were important features of life in fourteenth-century England.*

Question 2

| | | | | |
|------------------|----------|-----|-----------|-----|
| Mark allocation: | AO1 (b) | AO2 | AO3 (a+b) | AO4 |
| 8 | 2 | | 6 | |

Question: **To what extent does this source accurately reflect the immediate impact of the Black Death?** **[8]**

Band descriptors and mark allocations

| | | AO1(b) 2 marks | | AO3 (a+b) 6 marks | |
|---------------|--|----------------|---------------|---|------------|
| | | | BAND 3 | Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached. | 5-6 |
| BAND 2 | Demonstrates detailed understanding of the key feature in the question. | 2 | BAND 2 | Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context. | 3-4 |
| BAND 1 | Demonstrates some understanding of the key feature in the question. | 1 | BAND 1 | Very basic judgement reached about the source with little or no analysis or evaluation. | 1-2 |

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source shows the immediate impact of the Black Death in terms of its effects on the running of parish churches;*
- *it shows how the plague had severely affected the Church by the fact that many parishes had lost their parson or priest to the plague;*
- *it shows how the Church was instructing people to confess to each other if they were at the point of death and a priest was not available;*
- *to an extent the source accurately reflects the immediate impact of the Black Death, as churchmen would have been adversely affected due to their work with and proximity to their parishioners;*
- *it accurately reflects the impact in terms of the desperate measures that were being called for; given the patriarchal nature of society, the command that women could take confession reflects the impact of the Black Death;*
- *however, the source does have a somewhat narrow focus as it only reflects the conditions in one area during the plague;*
- *similarly, its focus is purely on ecclesiastical matters and as such it does not take into account the wider, immediate impact of the Black Death.*

Question 3

| | | | | |
|------------------|-----------|----------|-----|-----|
| Mark allocation: | AO1 (a+b) | AO2 | AO3 | AO4 |
| 12 | 4 | 8 | | |

Question: **Why did the longer-term consequences of the Black Death have a significant effect on society?** [12]

Band descriptors and mark allocations

| | AO1(a+b) 4 marks | | AO2 8 marks | |
|---------------|--|----------|--|------------|
| BAND 4 | Demonstrates very detailed knowledge and understanding of the key feature in the question. | 4 | Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context. | 7-8 |
| BAND 3 | Demonstrates detailed knowledge and understanding of the key feature in the question. | 3 | Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context. | 5-6 |
| BAND 2 | Demonstrates some knowledge and understanding of the key feature in the question. | 2 | Begins to explain the significance of the identified issue, culminating in a weakly supported judgement. | 3-4 |
| BAND 1 | Demonstrates basic knowledge and understanding of the key feature in the question. | 1 | A basic, unsupported explanation is provided regarding significance. | 1-2 |

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the longer-term consequences of the Black Death had a very significant impact on society during this period;*
- *the most significant longer-term consequence was the considerable population decrease that took place due to the Black Death; estimates are that around a third to a half of the population died as a result;*
- *the population decrease was more significant in certain areas, however, and there were variations between classes, with the higher levels of society being less significantly affected;*
- *a significant consequence was the resulting shortage of farm labourers; this meant fewer crops were grown and fields went to waste; a significant consequence of this was that the remaining labour was in great demand;*

- *the increased demand for labour strengthened the bargaining power of the remaining peasants and significantly weakened the feudal system; as a consequence, peasants began to move between manors for improved wages;*
- *the increase in wages had a significant impact on the authorities who now sought to restore pre-plague conditions in terms of wages and mobility; this resulted in the Ordinance of Labourers being issued in 1349 and then the Statute of Labourers in 1351; these were significant consequences of the Black Death and the difficulty in enforcing them, along with the resentment caused, would be a contributory factor to the Peasants' Revolt;*
- *some longer-term consequences were of significant benefit to some survivors, who saw their standards of living and freedom increase; wages not only rose, but rents fell as lords sought to retain labour; the lords were significantly affected as their income shrank during the years after the plague;*
- *there were also cultural effects of the Black Death – architectural styles became simplified; art became dominated by the theme of death; some aspects of medical knowledge improved such as the use of quarantine; in the years following the Black Death, efforts were made to improve public hygiene;*
- *the Black Death therefore had very significant consequences on society.*

Question 4

| | | | | |
|------------------|-----------|-----|-----|-----|
| Mark allocation: | AO1 (a+b) | AO2 | AO3 | AO4 |
| 10 | 2 | 8 | | |

Question: **Explain the connections between TWO of the following that are to do with peasant discontent.** [10]

- Effects of the Black Death
- The issue of serfdom
- Religious ideas
- John Ball

Band descriptors and mark allocations

| | AO1(a+b) 2 marks | | AO2 8 marks | | |
|---------------|--|---|---------------|---|-----|
| | | | BAND 4 | Fully explains the relevant connections between the chosen features, set within the correct historical context. | 7-8 |
| | | | BAND 3 | Explains the connections between the chosen features, set within the correct historical context. | 5-6 |
| BAND 2 | Demonstrates detailed knowledge and understanding of the key features in the question. | 2 | BAND 2 | Begins to explain the connections between the chosen features. | 3-4 |
| BAND 1 | Demonstrates some knowledge and understanding of the key features in the question. | 1 | BAND 1 | A basic, unsupported explanation of connections between the chosen features. | 1-2 |

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

All the historical features mentioned in the question are inter-related; connections identified may include:

- *to a certain extent, the chosen issues related to peasant discontent are all interconnected;*
- *the effects of the Black Death were many and widespread: population decrease, labour shortages, increased wages and bargaining power were some of the effects; they are connected to the issue of serfdom as the increased worth the peasantry felt meant there was a reaction against serfdom and the constraints of the feudal system;*
- *the effects of the Black Death are connected to religious ideas insomuch as survivors of the plague now began to question the established order and the power of the Church; this is connected to John Ball as he propagated ideas that further undermined the basis of serfdom and the feudal system;*
- *the issue of serfdom is connected to religious ideas as some churchmen supported ideas of greater equality, espoused by priests such as John Ball and John Wycliffe; the issue of serfdom is connected to John Ball as his preaching was a key contributory factor to stirring peasant discontent that would manifest itself in the form of the Peasants' Revolt;*
- *religious ideas are clearly connected to John Ball as he used his position as a priest to espouse his ideas; this would result in him playing a significant role in the Peasants' Revolt;*
- *the issues are all therefore interconnected in terms of stoking the peasant discontent that would culminate in the Peasants' Revolt.*

Question 5

| | | | | | |
|-------------------------|----------------|------------|------------|-----------------|-------------|
| <i>Mark allocation:</i> | <i>AO1 (b)</i> | <i>AO2</i> | <i>AO3</i> | <i>AO4(a-d)</i> | <i>SPaG</i> |
| 19 | 4 | | | 12 | 3 |

Question: **How far do you agree with this interpretation of the significance of the Peasants' Revolt?** [16+3]

Band descriptors and mark allocations

| | AO1(b) 4 marks | | AO4 (a-d) 12 marks | |
|---------------|---|----------|---|--------------|
| BAND 4 | Demonstrates very detailed understanding of the key feature in the question. | 4 | Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed. | 10-12 |
| BAND 3 | Demonstrates detailed understanding of the key feature in the question. | 3 | Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship. | 7-9 |
| BAND 2 | Demonstrates some understanding of the key feature in the question. | 2 | Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship. | 4-6 |
| BAND 1 | Demonstrates basic understanding of the key feature in the question. | 1 | Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached. | 1-3 |

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the interpretation states that although many peasants were executed and the revolt seemingly crushed, in the longer term, things were achieved;*
- *it asserts that Parliament no longer tried to control wages, the poll tax was abandoned and that peasants were treated with greater respect;*
- *the interpretation is accurate to a certain extent; the Peasants' Revolt was significant in terms of how attempts to control wages were somewhat undermined, if not abandoned; the authorities did reflect upon the causes of the revolt and as a result the poll tax was abandoned with no further attempts made to reintroduce it; to a certain extent, the peasantry were, in the longer term, treated with greater respect and were more greatly valued in terms of their labour; another significant result was the gradual decline of serfdom;*
- *however, other interpretations of this issue differ; other historians and commentators would argue that even though some gains may have been made by the peasantry, their overall condition did not improve;*
- *candidates may assert that in the immediate aftermath of the revolt, which was ruthlessly suppressed, letters of pardon were revoked and significant figures executed;*
- *candidates may also assert that the promises made by the King were broken and charters revoked; to a certain extent lords did try to control wages and as such the assertion of the author that the Peasants' Revolt had achieved a great deal is incorrect;*
- *candidates may comment upon the fact that the author is writing from a very particular perspective; the interpretation is influenced by the predilections of the author and more particularly, the audience it is aimed at, who would presumably be sympathetic to the interpretation put forward;*
- *appropriate research may have taken place, but the interpretation is based upon a limited perspective, which is rather narrow in focus;*
- *it should be viewed as part of a wider historical debate over the issue which includes a range of different interpretations of the significance of the Peasants' Revolt.*

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

| Band | Marks | Performance descriptions |
|---------------------|--------------|---|
| <i>High</i> | 3 | <ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate |
| <i>Intermediate</i> | 2 | <ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate |
| <i>Threshold</i> | 1 | <ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate |
| | 0 | <ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning |