

**UNIT 2****DEPTH STUDY 1****THE MID TUDOR CRISIS IN WALES AND ENGLAND c.1534-1570****PART 1: PROBLEMS, THREATS AND CHALLENGES c.1529-1554****MARK SCHEME****Marking guidance for examiners for Question 1****Summary of assessment objectives for Question 1**

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

**The structure of the mark scheme**

The mark scheme for Question 1 has two parts:

- advice on the 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 level 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 the extent of lawlessness in Wales in the 1530s and 1540s.**

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.

Candidates will consider the value of the sources to an historian studying the extent of lawlessness in Wales in the 1530s and 1540s. 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 and evaluation of the sources including:

- Source A is from Rowland Lee, Lord President of Wales, who was appointed by the Tudor government to pacify the region and prepare it for annexation. Lee appears to take pleasure in confirming the success of his mission and candidates might point out his purpose in playing down any remaining lawlessness in Wales. Source A refers to the feeling that Wales in 1538 is much less lawless than it had been in previous years. Specific crimes are highlighted and it is clear that the author feels that the issue of lawlessness no longer persists. The tone of the source is self-congratulatory and could be seen as a politician giving an optimistic gloss to the situation. Certainly the claim of reduced lawlessness is not supported by the other two sources in the collection but the source remains valuable evidence to an historian studying the extent of lawlessness in Wales at this time.
- Source B is from a legal trial at the Court of Star Chamber. The evidence is being given on oath and is likely to be quite reliable. There is no indication of the outcome of the trial, but it appears clear that, despite Lee's claim of reducing crime in Source A, there are still obvious examples of major assaults being carried out at this time. Source B is from the same year, 1538, and provides contradictory evidence of a vicious attack in South Wales. In this instance it appears that lawlessness continues to be a very important issue in some parts of Wales and is thus very valuable in giving balanced evidence when studying lawlessness at this time.
- Source C is also official evidence provided by the organisation that was responsible for the regional government of Wales and the Marches. It shows that the prospect of wrong-doing and law-breaking was still a concern to the authorities, especially in towns which had the right to hold markets and fairs. This was more than ten years after the claims made by Lee in Source A regarding lawlessness in Wales and tends to support the evidence of Source B more. Source C also shows that the regional authorities took the prospect of law-breaking very seriously and there may be a hint in the tone that they were not satisfied with the ability of local officials to take appropriate action.

Overall, candidates will assess the value of the sources to an historian studying the extent of lawlessness in Wales at this time. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

## 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><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• demonstrate sustained and accurate analysis and evaluation of the content and authorship of the source material</li> <li>• provide sustained focus on evaluating the sources in the context of the specific enquiry</li> <li>• offer a sustained judgment regarding the value of the sources for the specific enquiry</li> </ul>
5	21-25	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• demonstrate a clear and accurate focus on the analysis and evaluation of the content and authorship of the source material</li> <li>• provide a mostly clear focus on evaluating the sources in the context of the specific enquiry</li> <li>• offer a valid judgment regarding the value of the sources for the specific enquiry</li> </ul>
4	16-20	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• demonstrate valid analysis and evaluation of the content and authorship of the source material</li> <li>• place the sources in the context of the specific enquiry</li> <li>• offer a clear judgment regarding the value of the sources for the specific enquiry</li> </ul>
3	11-15	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• demonstrate some appropriate comments regarding the analysis and evaluation of the content and authorship of the source material</li> <li>• make an attempt to place the sources in the context of the enquiry</li> <li>• offer a limited judgment on the value of at least two sources</li> </ul>
2	6-10	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• comprehend and extract information from the sources with some reference to the authorship of the provided material</li> <li>• make a limited attempt to place the sources in the context of the enquiry</li> <li>• offer a limited judgment on the value of at least one source</li> </ul>
1	1-5	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• comprehend and extract from some of the source material</li> </ul>
<b>Award 0 for incorrect or irrelevant answers</b>		

## Marking guidance for examiners for Question 2

### Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

### The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- advice on the 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 3.

### 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 level are displayed. Thirdly a final mark for the question can then be awarded.

**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 valid is the view that the main reason for the dissolution of the monasteries was the royal desire for wealth?**

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that the main reason for the dissolution of the monasteries was the royal desire for wealth.

Candidates are invited to enter into a debate on whether the main reason for the dissolution of the monasteries was the royal desire for wealth. Learners will consider interpretations of this issue within the wider historical debate about reasons for the dissolution of the monasteries. Some of the issues to consider may include:

- Interpretation 1 argues that religious conviction rather than monetary gain lay at the heart of royal monastic policy. Financial issues played a part, but they were not the main reason.
- In analysing and evaluating Interpretation 1 answers might argue that this is a valid interpretation because the author does attempt to show that Henry was committed to reforming religion and religious practices. The king was convinced by the evidence produced by Cromwell's commissioners and only agreed to the process of dissolution after this evidence was demonstrated. The historian Baskerville argues that the monasteries were not fit for purpose which is why they were dissolved. Greed and finance were simply by-products of the King's true intention which was to thoroughly reform the church and rid it of corruption and abuse. This is a rather traditional view of the motivation for dissolution shown by the date of its creation in the 1530s.
- Interpretation 2 argues that the real and obvious reason for dissolution was monetary. The King was driven by pure greed and that the religious motive was really a cloak for this.
- In analysing and evaluating Interpretation 2 it seems that the historian is convinced that the King, ably supported (or perhaps manipulated) by Cromwell, was motivated by greed rather than any religious consideration. This is the opinion of a revisionist historian who has probably considered the interpretations of earlier historians. In keeping with the need for balance, attention is given to the religious motivation, but the historian is able to argue that this was not the primary reason. Clearly the author of the source, an academic historian and specialist in Tudor history, would have available in 2014 a range of primary sources and the work of historians such as Baskerville to draw upon. Also he is writing in a specialist study which is entirely focused on the religious schism of the time.
- Candidates may show awareness of the wider historical debate surrounding this issue such as the nature of the historiography regarding religious change at this time and dissolution in particular. In particular candidates should be aware of other interpretations such as the avarice and ambition of influential courtiers and politicians and regional and specific reasons.

Overall candidates will analyse both interpretations using their own understanding of the debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question that the main reason for the dissolution of the monasteries was the royal desire for wealth.

## ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

Focus: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

Band	Mark	Descriptor
6	26-30	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• show sustained and accurate analysis and evaluation of provided material which is used effectively to discuss how and why different interpretations are formed</li> <li>• provide sustained focus on evaluating the interpretations in the context of the specific enquiry</li> <li>• demonstrate clear awareness of different interpretations of the issue set</li> </ul>
5	21-25	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• demonstrate a clear and accurate focus in the analysis and evaluation of provided material to show how and why different interpretations have been formed</li> <li>• provide a mostly clear focus on evaluating the interpretations in the context of the specific enquiry</li> <li>• show how the issue has been interpreted in different ways</li> </ul>
4	16-20	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• demonstrate valid analysis and evaluation of provided material to identify different interpretations</li> <li>• place both interpretations in the context of the specific enquiry</li> <li>• show awareness of different interpretations of the issue</li> </ul>
3	11-15	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• demonstrate some appropriate comments regarding the analysis and evaluation of provided material to identify different interpretations</li> <li>• make an attempt to place the interpretations in the context of the specific enquiry</li> <li>• show some awareness of different interpretations of the issue</li> </ul>
2	6-10	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• comprehend from provided material with only limited analysis shown</li> <li>• make a limited attempt to place the interpretations in the context of the enquiry</li> <li>• show some awareness of the different interpretations of the issue</li> </ul>
1	1-5	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• extract information from provided material</li> <li>• have some weak reference to different interpretations of the issue</li> </ul>
<b>Award 0 for incorrect or irrelevant answers</b>		