



GCE MARK SCHEME (LEGACY)

SUMMER 2016

**HISTORY - UNIT HY1
PERIOD STUDY 1**

**ASPECTS OF THE HISTORY OF WALES AND
ENGLAND, c. 1483-1603**

1231/01

INTRODUCTION

This marking scheme was used by WJEC for the 2016 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.

HISTORY
MARK SCHEME
UNIT HY1
PERIOD STUDY 1
ASPECTS OF THE HISTORY OF WALES AND ENGLAND, c. 1483-1603

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	7-8 marks	11-16 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the relationship between Henry VIII and Cardinal Wolsey broke down.

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why the relationship between Henry VIII and Cardinal Wolsey broke down. Some of the issues to consider may include:

- Wolsey failed to get the King's divorce
- Wolsey made powerful enemies at Court
- Wolsey appeared old and weak
- the King had lost confidence in Wolsey
- the effectiveness of anti-Wolsey propaganda
- the influence of Anne Boleyn

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Henry VIII dissolved the monasteries.

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why Henry VIII dissolved the monasteries. Some of the issues to consider may include:

- for Henry to exercise his authority as head of the Church and to display the omnicompetence of royal power
- to help secure his divorce by eliminating any potential opposition
- to secure control of church lands and wealth
- to establish a sovereign state and eradicate outside influences such as that claimed by the Pope
- to fit the religious/ideological arguments put forward by Henry's pro-Protestant advisers

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Wyatt rebellion was unsuccessful.

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Wyatt rebellion was unsuccessful. Some of the reasons to consider may include:

- failure of the overall plan: Wyatt was the only one of four planned risings to take place across the country
- Wyatt's deviation from the plan to march on London to settle old scores with Lord Cobham and the siege of Cooling castle in Kent
- the courage shown by Mary in refusing to flee London – inspiring the citizens to resist the rebels
- Wyatt's military failures – he failed to secure the bridges over the Thames and to ensure the city gates were open

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why poverty increased in this period.

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why poverty increased in this period. Some of the issues to consider may include:

- economic depression affecting trade, industry and the agricultural sector
- destruction of a way of life and confiscation of common land
- people forced off the land, clearances of villages/loss of homes
- aggressive methods used by landowners to modernize agriculture
- inflation – rising prices and failure of wages to keep pace
- fewer wars leading to large numbers of redundant soldiers/sailors

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	9-12 marks	17-24 marks	36

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well- focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the role of the Privy Council the most significant development in politics and government in the period 1483-1543?

Candidates are expected to reach a substantiated and supported judgement about whether the role of the Privy Council was the most significant development in politics and government in the period 1483-1543.

The significance of the role of the Privy Council as a political and governmental development should be analysed and evaluated in relation to issues such as:

- establishment of stable/permanent executive body to run the government
- better quality of advice given to the King by administrative and political experts
- the reform of central government to make it more efficient/effective
- to enhance the power and prestige of the Crown
- to widen the scope of central power over the more distant parts of the realm
- the quality of the Privy Councillor appointed to serve on the Council representing the gentry and nobility

The significance of the role of the Privy Council should be evaluated against other developments in politics and government in the period. Some of the issues to discuss may include:

- the unification of Church and State
- Wolsey's law reforms
- Cromwell's 'revolution' in financial administration
- the development of the power and authority of the Crown
- the development of Parliament as an institution
- the Acts of Union

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was Mary's restoration of Roman Catholicism the most significant development in religion in the period 1529-1570?

Candidates are expected to reach a substantiated and supported judgement about whether Mary's restoration of Roman Catholicism was the most significant development in religion in the period 1529-1570.

The significance of Mary's restoration of Roman Catholicism should be analysed and evaluated in relation to issues such as:

- influence and impact of theologians such as Pole and Gardiner
- the counter-reformation of the Church
- restoring the powers of the Pope and restoring England's links with the European Church.
- need to eradicate Protestantism

The significance of Mary's restoration of Roman Catholicism should be evaluated against other developments in religion in this period. Some of the issues to discuss may include:

- the break with Rome and Henry VIII becoming head of the Church
- the impact of the Elizabethan Church Settlement
- the translation of the Scriptures into Welsh
- the dissolution of the chantries
- the religious legislation passed in Edward VI's Parliaments
- the influence and impact of the European Reformation

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent were economic issues mainly responsible for causing Tudor rebellions in the period 1529-1569?

Candidates are expected to reach a substantiated and supported judgement about whether economic issues were mainly responsible for causing Tudor rebellions in the period 1529-1569.

The significance of economic issues should be analysed and evaluated in relation to factors such as:

- price inflation and wage deflation
- widespread hunger and starvation – food shortages
- anger and disappointment of people at failure of government to act on economic problems
- failure of the Church to assist the poor or relieve symptoms of poverty

The extent to which economic issues were mainly responsible for causing rebellion should be evaluated against other causes of rebellion in this period. Some of the issues to discuss may include:

- political grievances – loss of position and influence at Court or in the localities
- religious grievances – Pilgrimage of Grace/Western or Prayer Book rebellion
- insensitivity of policies pursued by Crown/government – lack of empathy or sympathy for plight of people
- increase in poverty and vagrancy allied to hunger/famine

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the rise of the merchant class the most significant development in the society and economy of Wales and England in the period 1525-1588?

Candidates are expected to reach a substantiated and supported judgement about whether the rise of the merchant class was the most significant development in the society and economy of Wales and England 1525-1588.

The significance of the rise of the merchant class should be analysed and evaluated in relation to issues such as:

- development of trade and commerce
- overseas trade – shipping and ports
- growth of towns in Wales and England
- borough representation in Parliament offered opportunities for political power
- rise in prices and availability of goods for sale

The extent to which the rise of the merchant class was the most significant development in the society and economy of Wales and England should be evaluated against other social and economic changes in the period. Some of the issues to discuss may include:

- the development of trade and industry
- decline in agriculture
- greater social mobility
- the widespread use of enclosures
- price inflation compared to wage deflation
- rise of gentry and more aggressive methods of land exploitation.