



**GCE MARK SCHEME (LEGACY)**

**SUMMER 2016**

**HISTORY - UNIT HY2  
DEPTH STUDY 1**

**WALES AND THE TUDOR STATE c. 1529-1588**

**1232/01**

## **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 HY2

### DEPTH STUDY 1

#### WALES AND THE TUDOR STATE c. 1529-1588

#### Part (a)

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

	<b>AO1</b>	<b>AO2a</b>	<b>Total</b>
<b>Level 1</b>	1-2 marks	1-2 marks	4
<b>Level 2</b>	3-4 marks	3-4 marks	8

#### 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 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, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-2 marks</b> <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 3-4 marks</b> <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 5-6 marks</b> <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 7-8 marks</b> <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

## INDICATIVE CONTENT FOR PART (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.*

### QUESTION: 1(a)

**What does the author of Source A mean by the phrase "No good will come of this action by the King and I foresee much discontent and disorder"?**

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the context is the recently passed Act of Union of 1536
- the phrase refers to the anger felt by many in Wales at the taking away of their laws and customs by the king.
- the attitude and behaviour of some Welshmen who were unhappy with the loss of their ancient rights, laws and customs.
- the country had become so tense that the Welsh might protest or even rebel in reaction to the King's 'reform'.

### QUESTION: 2(a)

**What does the author of Source A mean by the phrase "By the hanging of Lloyd, a gentlemen, I will cause forty men to beware"?**

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the context is the lawless state of Wales in the 1530s
- the phrase refers to the ruthlessly efficient work of Lee as Lord President in the 1530s - the execution of one wealthy landowner was equivalent to deterring forty common criminals from committing crime.
- the purpose of the Lord President was to deter law breaking by striking fear into the minds of outlaws in Wales.
- the fear felt by criminals might make them think twice before committing crime.

## Part (b)

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

	<b>AO1</b>	<b>AO2a</b>	<b>Total</b>
<b>Level 1</b>	1-3 marks	1-5 marks	8
<b>Level 2</b>	4-6 marks	6-10 marks	16

### 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 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, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

*Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance*

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-4 marks</b>  <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 5-8 marks</b>  <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 9-12 marks</b>  <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 13-16 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

## INDICATIVE CONTENT FOR PART (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.*

### QUESTION: 1(b)

#### **How significant was the role of Parliament in the government of Wales?**

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of the role of Parliament in the government of Wales. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the role of Parliament in the government of Wales. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- the significance of the institution in judicial and administrative terms.
- the power of parliamentary statute to effect change such as the Acts of the Union.
- there will be valid evaluation comments on the authorship of both sources regarding the role of Parliament.
- the historian offers a more balanced assessment of Parliament than the foreigner who may not be aware of the circumstances or impact of the parliamentary statutes on Wales.

### QUESTION: 2(b)

#### **How significant was the role of royal officials in providing effective government in Wales?**

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of the role of royal officials in providing effective government in Wales. Candidates are expected to use their own knowledge of the period to demonstrate understanding of the significance of the role of royal officials in providing effective government in Wales. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- the role played by royal officials especially in relation to the powers and responsibilities vested in their office.
- the royal officials were responsible for the government of Wales alongside the administration of justice and in conducting parliamentary sessions.
- powers issued directly from the Crown and its council to these senior royal officers - in the 1530s these powers were used effectively but not so forty years later.
- there will be valid evaluation comments on the authorship of both sources regarding the significance of the role of the royal officials in providing effective government in Wales.
- both sources offer an assessment of royal power and both are in agreement in emphasising the importance of the role played by royal officials in enforcing laws and punishments in Wales.
- however, they differ in terms of the impact that sustained good government had in Wales. A new generation of royal officials were apparently not as efficient as Lee and Englefield.



## Part (c)

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

	<b>AO1</b>	<b>AO2a</b>	<b>AO2b</b>	<b>Total</b>
<b>Level 1</b>	1 mark	1-2 marks	1-5 marks	8
<b>Level 2</b>	2-3 marks	3-4 marks	6-9 marks	16
<b>Level 3</b>	4 marks	5-6 marks	10-14 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 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, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

*Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways*

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-4 marks</b> <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 5-8 marks</b> <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 9-12 marks</b> <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 13-16 marks</b> <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p><b>Low Level 3: 17-20 marks</b>  <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>High Level 3: 21-24 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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## INDICATIVE CONTENT FOR PART (c)

*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.*

### QUESTION: 1(c)

## **Do you agree with the interpretation that the Welsh gentry were mostly corrupt?**

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that the Welsh gentry were mostly corrupt. Some of the issues to consider may include:

Candidates are invited to enter into a debate on the extent to which the Welsh gentry were mostly corrupt. Candidates should be able to consider whether this interpretation is valid or is there evidence to the contrary?

- answers will consider the content and origins of the sources in discussing the interpretation that the Welsh gentry were corrupt. Answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion and hindsight will figure in candidates' explanation.
- Source D supports the interpretation that the some of the gentry were respected and their judicial work was valued while Source C gives a different view by suggesting that they were only interested in power.
- it seems that the historian writing in Source C with a degree of hindsight is suggesting that the Welsh gentry derived enormous benefit from their manipulation of the judicial system and abuse of power. This is not supported by the evidence of the contemporary in Source D.
- candidates will consider alternative interpretations that not all the Welsh gentry were corrupt and that Sir Thomas Jones might be a fine example of how the majority conducted themselves.

**QUESTION: 2(c)**

**Do you agree with the interpretation that the people of Wales mainly benefited from the Acts of the Union?**

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that the people of Wales mainly benefited from the Acts of Union. Some of the issues to consider may include:

Candidates are invited to enter into a debate on the extent to which the people of Wales mainly benefited from the Acts of Union. Candidates should be able to consider whether this issue is valid or is there evidence to the contrary?

- answers will consider the content and origins of the sources in reaching a judgement about the interpretation that the people of Wales mainly benefited from the Acts of Union. Answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion over a span of twenty years will figure in candidates' explanation.
- Source D supports the interpretation that Wales benefited enormously from the Union because it brought with it peace and stability while Source C gives a different view.
- it seems that the historian writing in Source C with a degree of hindsight is offering a rather one-sided view by suggesting that Wales did not benefit from the Union legislation because the English did not understand Wales or the Welsh way of life. This is not supported by the evidence of the contemporary in Source D.
- candidates will consider alternative interpretations regarding the benefit of the Acts of Union for the people of Wales. There was evidence of crime and lawlessness which suggests that the Acts of Union were necessary.

## Part (d)

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

	<b>AO1</b>	<b>AO2a</b>	<b>AO2b</b>	<b>Total</b>
<b>Level 1</b>	2 mark	1-6 marks	1-2 marks	10
<b>Level 2</b>	4 marks	7-14 marks	3-4 marks	22
<b>Level 3</b>	6 marks	15-20 marks	5-6 marks	32

### 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, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-4 marks</b> <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>Mid Level 1: 5-7 marks</b> <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 8-10 marks</b> <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 11-14 marks</b> <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p><b>Mid Level 2: 15-18 marks</b> <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 19-22 marks</b> <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p><b>Low Level 3: 23-25 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>Mid Level 3: 26-29 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p><b>High Level 3: 30-32 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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## **INDICATIVE CONTENT FOR PART (d)**

*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.*

### **QUESTION: 1(d)**

#### **How useful are Sources B, E and F to an understanding of Wales and the Tudor State between 1529 and 1588?**

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 are also expected to demonstrate their ability to discuss the sources in the wider context associated with Wales and the Tudor State, 1529-1588. Some of the issues to consider may include:

- the sources are really useful in explaining how the problems that confronted the authorities in terms of government, law in Wales had to be dealt with by parliamentary laws so that England and Wales could have a closer relationship.
- the sources provide the views of two contemporaries one of whom has first-hand experience of Wales during this period and the view of a foreigner trying to make sense of the information about Wales.
- the sources are useful in explaining the condition of Wales in this period and the attitude of Welsh people to the changes forced upon them by the king. Some people praise Henry VIII while other may not.
- there should be some discussion of the wider range of sources that could be of use in understanding developments in Wales and the Tudor State during this period.

**QUESTION: 2(d)**

**How useful are Sources B, E and F to an understanding of Wales and the Tudor State between 1529-1588?**

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 a consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Wales and the Tudor State, 1529-1588. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects of the problems that existed in Wales and their effect on the relationship between the Principality and the Tudor State during the sixteenth century.
- the sources provide a view of the problems that confronted the authorities in terms of government, law and order, and the behaviour of the gentry and commons. That said the contemporaries are in no doubt that Wales had benefited from the reforms introduced by Henry III although Lee was ruthless in applying them.
- the sources are really useful in considering certain aspects of the government and judiciary of Wales and their relationship with the Tudor State particularly the effectiveness of the chief agent of Tudor rule in Wales, the Lord President.
- answers will also discuss the rather limited sources available to historians of this period.