



GCE MARK SCHEME (LEGACY)

SUMMER 2016

**HISTORY - UNIT HY4
PERIOD STUDY 1**

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

1234/01

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
HY4
PERIOD STUDY 1
ASPECTS OF THE HISTORY OF WALES AND ENGLAND c. 1483-1603
SECTION A

Distribution of marks within each level for each question, explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1 mark | 1-3 marks | 4 |
| Level 2 | 2-3 marks | 4-11 marks | 14 |
| Level 3 | 4-6 marks | 12-16 marks | 22 |
| Level 4 | 7-10 marks | 17-22 marks | 32 |
| Level 5 | 11-12 marks | 23-28 marks | 40 |

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 is determined by the quality of written communication as described in the level descriptor in which the answer has been placed. Examiners should place the response at the appropriate sub-level. If the quality of the written communication descriptor is warranted, then the highest mark within that sub-level should be awarded.

ASSESSMENT GRID FOR SECTION A ESSAYS

Target: AO1

Total mark: 40

Focus: *Recall, selection and deployment of appropriate historical knowledge; demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements about key concepts*

Level 1

Generally at this level, the candidate's response will be brief and / or irrelevant to the question set. They may recall some historical knowledge and they will show some accuracy in spelling, punctuation and grammar

Award 0 for incorrect or incomplete answers.

| Level 1 | Assessment Objective 1(a) | Assessment Objective 1(b) |
|------------|--|---|
| | (1 mark) | (1-3 marks) |
| | The candidate is able to recall some historical knowledge and there is some accuracy in spelling, punctuation and grammar. | <p>Low Level 1: 1 mark</p> <p>The answer will be limited to generalised comments on the topic with little understanding of the concept set in the question and is generally irrelevant.</p> <p>High Level 1: 2 -3 marks</p> <p>The answer will be limited to some comments on the topic with little understanding of the concept set in the question.</p> |

Level 2

Generally at this level, candidates will show evidence of understanding in their explanation of the key concept set in the question. They will show evidence of understanding through limited analysis and explanation. They will offer some judgement about the key concepts. They will be able to recall, select and deploy some relevant historical knowledge appropriately. The candidates will convey meaning with some clarity and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar.

| Level 2 | Assessment Objective 1(a) | Assessment Objective 1(b) |
|------------|---|---|
| | (2-3 marks) | (4-11 marks) |
| | <p>Low Level 2: 2 marks</p> <p>The candidate is able to recall, select and deploy some general knowledge of the period with some appropriate vocabulary, spelling, punctuation and grammar.</p> <p>High Level 2: 3 marks</p> <p>The candidate is able to recall, select and deploy general knowledge of the key issues in the period set with mostly appropriate vocabulary, spelling, punctuation and grammar.</p> | <p>Low Level 2: 4-7 marks</p> <p>The answer will begin to show some evidence of limited understanding and explanation of factors. It will offer some comments about the relationships between the key issues and features of the historical period. The answer will be generally focussed on the topic area and has some basic explanation of something in the question; these answers may well be a narrative account with little attempt to provide a judgement on the question set.</p> <p>High Level 2: 8-11 marks</p> <p>The answer will begin to focus on the set question and will show some limited analysis and explanation of the concept set in the question. It will offer some judgement about the relationship between the key historical features and characteristics in relation to the question set. The answer will be relevant and valid but with a weak or sketchy focus on the key concept in the question; a largely topic based response with little specific judgement offered on the question set.</p> |

Level 3

Generally at this level, candidates will show evidence of understanding through analysis and explanation. They will reach a judgement about the key concepts supported by the arguments they deploy. Candidates will recall, select and deploy relevant historical knowledge and will convey meaning clearly and with appropriate vocabulary, organisation and spelling, punctuation and grammar.

| Level 3 | Assessment Objective 1(a) | Assessment Objective 1(b) |
|------------|---|---|
| | (4-6 marks) | (12-16 marks) |
| | <p>Low Level 3: 4 marks</p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with some appropriate vocabulary, spelling, punctuation and grammar.</p> <p>Mid Level 3: 5 marks</p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar.</p> | <p>Low Level 3: 12 marks</p> <p>The answer has some focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well be a largely narrative account but with some attempt to provide a judgement on the question set. The judgement, though present at some point in the response, tends not to be supported by the argument being made though it may well have factual support.</p> <p>Mid Level 3: 13-14 marks</p> <p>The answer has an appropriate focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a judgement on the question set. The judgement, though present at some point in the response, tends to be partially supported by the argument being made in the response. The responses may follow a listing approach but there will be some focus and judgement on the key concept in the question set.</p> |

| | | |
|--|---|--|
| | <p>High Level 3: 6 marks</p> <p>The candidate is able to recall, select and deploy generally relevant historical knowledge and the response will be clearly expressed with appropriate language and structure and appropriate spelling, punctuation and grammar.</p> | <p>High Level 3: 15-16 marks</p> <p>The answer has a clear focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and broadly balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a broadly balanced judgement on the question set. The judgement, though present at some point in the response, is generally supported by the argument being made in the response. These responses may well discuss the key issue in the question set when coming to a judgement by considering factors for and against, often as two half essays.</p> |
|--|---|--|

Level 4

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and mostly sustained judgement about the key concepts. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently with appropriate spelling, punctuation and grammar.

| Level 4 | Assessment Objective 1(a) | Assessment Objective 1(b) |
|------------|---|---|
| | (7-10 marks) | (17-22 marks) |
| | <p>Low Level 4: 7 marks</p> <p>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</p> <p>Mid Level 4: 8 marks</p> <p>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer communicates clearly with appropriate language and structure and appropriate spelling, punctuation and grammar.</p> | <p>Low Level 4: 17-18 marks</p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and meaningful discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated judgement on the question set so that the judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated judgement regarding the key concepts though there may be some lack of focus in sustaining the judgement.</p> <p>Mid Level 4: 19-20 marks</p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated and sustained judgement regarding the key concepts.</p> |

| | | |
|--|---|--|
| | <p>High Level 4: 9-10 marks</p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge; the answer communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</p> | <p>High Level 4: 21-22 marks</p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of a thorough understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated, supported and sustained judgement regarding the key concepts.</p> |
|--|---|--|

Level 5

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and fully sustained judgement about the key concepts. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently using appropriate language and structure, and using spelling, punctuation and grammar with a high degree of accuracy

| Level 5 | Assessment Objective 1(a) | Assessment Objective 1(b) |
|------------|--|---|
| | (11-12 marks) | (23-28 marks) |
| | <p>Low Level 5: 11 marks</p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge. Answers will be fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure.</p> <p>High Level 5: 12 marks</p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge is recalled, selected and deployed. Answers will be lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</p> | <p>Low Level 5: 23-25 marks</p> <p>The answer has throughout a specific focus on discussing the key concepts in the question set. The answer will include supporting arguments covering most of the period set in the question. Understanding is further shown through well focussed analysis and evaluation of the key features and characteristics of the historical period which leads to a substantiated, sustained and integrated judgement regarding the key concepts such as causation, consequence, continuity, change and significance.</p> <p>High Level 5: 26-28 marks</p> <p>The answer sustains a specific focus on discussing the key concepts in the question set. The answer will include supporting arguments covering the whole of the period set in the question. Understanding is further shown through well focussed analysis and evaluation of the key features and characteristics of the historical period which leads to a substantiated, sustained and integrated judgement regarding the key concepts such as causation, consequence, continuity, change and significance.</p> |

INDICATIVE CONTENT FOR SECTION A QUESTION 1

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 had the power and authority of the Crown declined by 1603?

Candidates are expected to consider and debate, over and within the given period, the full range of issues that affected the key concept in the question – in this case, the extent of the decline in the power and authority of the Crown by 1603. 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.

Candidates will offer an analysis and evaluation of the extent of the decline in the power and authority of the Crown when set in the context of other elements of government that held some power such as Parliament, regional and local government, particularly in Wales, and the Privy Council. In order to reach a substantiated judgement about the power and authority of the Crown, candidates may consider and debate a range of issues such as:

- the wealth of the Crown and its control of patronage show how powerful it remained
- there was a degree of continuity in the power relationship between the Queen and her ministers inasmuch as the crown continued to control significant elements of government and politics
- on the other hand, the fact that faction fights became a serious issue in the 1590s shows how an aging queen was increasingly unable to control her government – this suggests a weakening in the power of the Crown
- the queen's failing health and lack of control of younger, more energetic and ambitious Councillors.
- Candidates may argue that although the Crown retained its power and authority on paper its decline was matched by the rise in the power and influence of the Privy Council
- Privy councillors used their power to manipulate Parliament and used their influence to dictate policy and to bully the queen into doing their bidding
- the relationship between the institutions of the crown, parliament and central and local government changed during this period but it was evolutionary rather than revolutionary. The Queen still had the power of veto
- the growing financial strength of MPs in Parliament was a significant development which left the Crown increasingly dependent on the parliamentary purse
- the Privy Council did largely control the business of government (central as well as local) and of Parliament but it did not control the Crown in spite of attempts to do so. The Crown still had the power to block legislation, hire and fire ministers and deny patronage to those who challenged or opposed its authority
- in fact, candidates may state that the Crown may not have been as powerful as it had been and that its authority had declined but even so it is perhaps unfair to define this decline as excessive

INDICATIVE CONTENT FOR SECTION A QUESTION 2

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.

‘The main cause of England’s worsening relations with the Catholic powers was the Pope’s excommunication of Elizabeth.’ Assess the validity of this statement.

Candidates are expected to consider and debate, over and within the given period, the full range of issues that affected the key concept in the question – in this case, whether the Pope’s excommunication of Elizabeth was mainly responsible for the worsening relations between England and the Catholic powers. 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.

Candidates will offer an analysis and evaluation of whether the Pope’s excommunication of Elizabeth was the main cause of the rising tension between England and the Catholic powers in the context of other causes such as Elizabeth’s pro-Protestant religious policy, the pope’s excommunication of Elizabeth, intervention in the Netherlands. In order to reach a substantiated judgement about the most significant cause of England’s worsening relations with the Catholic powers, candidates may consider and debate a range of issues such as:

- the Pope’s excommunication of Elizabeth in 1570 and encouragement of Catholic uprisings
- the excommunication encouraged plots to assassinate Elizabeth and also papal-sponsored invasion
- the treatment of Mary Queen of Scots and the influence that her presence and later execution had on England’s relations with the Catholic powers may suggest that Mary’s treatment and execution rather than the Pope’s excommunication led to the Armada
- the link between the imprisonment and execution of Catholic Mary and Elizabeth’s Protestant religious policy and the harm this caused to England’s foreign relations
- Elizabeth’s support of the rebellion in the Netherlands and of the privateers Drake and Hawkins
- Phillip of Spain’s decision to declare war on England in 1585
- Mary’s long imprisonment has to be seen as a powerful factor in influencing and shaping the relationship between England and her Catholic neighbours
- some candidates might take issue with the question and suggest that the Queen herself was responsible for promoting conflict with the Catholic powers, due to her reluctance to take seriously the offers of marriage with foreign princes. Also the impact Mary’s long imprisonment had on relations was possibly a more significant cause. The European heads of state were appalled at the treatment of a Catholic queen by a Protestant heretic

SECTION B

Distribution of marks within each level for each question, explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|---------|-------------|-------------|-------|
| Level 1 | 1 mark | 1-3 marks | 4 |
| Level 2 | 2-3 marks | 4-11 marks | 14 |
| Level 3 | 4-6 marks | 12-16 marks | 22 |
| Level 4 | 7-10 marks | 17-22 marks | 32 |
| Level 5 | 11-12 marks | 23-28 marks | 40 |

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 is determined by the quality of written communication as described in the level descriptor in which the answer has been placed. Examiners should place the response at the appropriate sub-level. If the quality of the written communication descriptor is warranted, then the highest mark within that sub-level should be awarded.

ASSESSMENT GRID FOR SECTION B ESSAYS

Target: AO1

Total mark: 40

Focus: *Recall, selection and deployment of appropriate historical knowledge; demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements about the relationships between key features and characteristics of the period studied*

Level 1

Generally for this level, the candidate's response will be brief and / or irrelevant to the question set. They may recall some historical knowledge and they will show some accuracy in spelling, punctuation and grammar

Award 0 for incorrect or incomplete answers.

| Level 1 | Assessment Objective 1(a) | Assessment Objective 1(b) |
|------------|--|---|
| | (1 mark) | (1-3 marks) |
| | The candidate is able to recall some historical knowledge and there is some accuracy in spelling, punctuation and grammar. | <p>Low Level 1: 1 mark</p> <p>The answer will be limited to generalised comments on the topic with little understanding of the concept set in the question and is generally irrelevant.</p> <p>High Level 1: 2 -3 marks</p> <p>The answer will be limited to some comments on the topic with little understanding of the concept set in the question.</p> |

Level 2

Generally for this level, candidates will show appropriate evidence of understanding in their explanation of the key concept set in the question. They will show evidence of understanding through limited analysis and explanation. There will be some attempt at an historical overview. They will offer some judgement about the key concepts. They will be able to recall, select and deploy some relevant historical knowledge appropriately. The candidates will convey meaning with some clarity and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar.

| Level 2 | Assessment Objective 1(a) | Assessment Objective 1(b) |
|------------|---|--|
| | (2-3 marks) | (4-11 marks) |
| | <p>Low Level 2: 2 marks</p> <p>The candidate is able to recall, select and deploy some general knowledge of the period with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</p> <p>High Level 2: 3 marks</p> <p>The candidate is able to recall, select and deploy general knowledge of the key issues in the period set with some appropriate vocabulary, spelling, punctuation and grammar.</p> | <p>Low Level 2: 4-7 marks</p> <p>The answer will begin to show some evidence of limited analysis and explanation of factors. It will offer some judgement about the relationships between the key issues and features of some of the historical period. The answer will be generally focussed on the topic area and has some basic explanation of something in the question; the answer may well be a narrative account with little attempt to provide a judgement on the question set.</p> <p>High Level 2: 8-11 marks</p> <p>The answer will begin to focus on the set question and will show some limited analysis and explanation of the concept set in the question. It will offer some judgement about the relationship between the key features and characteristics of some of the historical period. There will be some attempt at an historical overview. The answer will be relevant and valid but with a weak or sketchy focus on the key concept in the question; a largely topic based response with little specific judgement offered on the question set.</p> |

Level 3

Generally at this level, candidates will show appropriate evidence of understanding through analysis and explanation. There will be some attempt at an historical overview. There will be some attempt to make historical connections and show an appreciation of change and continuity over time. They will reach a judgement about the key concepts supported by the arguments they deploy. They will reach a judgement about the relationships between the key features and characteristics of the period studied. Candidates will recall, select and deploy relevant historical knowledge and will convey meaning clearly and with appropriate vocabulary, organisation and spelling, punctuation and grammar.

| Level 3 | Assessment Objective 1(a) | Assessment Objective 1(b) |
|------------|---|---|
| | (4-6 marks) | (12-16 marks) |
| | <p>Low Level 3: 4 marks</p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with some appropriate vocabulary, spelling, punctuation and grammar.</p> <p>Mid Level 3: 5 marks</p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar.</p> | <p>Low Level 3: 12 marks</p> <p>The answer has some focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer some valid discussion, covering some or most of the period set, about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. There will be an attempt at an historical overview. The answer may well be a largely narrative account but there will be some attempt to provide supporting arguments for the judgement made.</p> <p>Mid Level 3: 13-14 marks</p> <p>The answer has an appropriate focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid discussion and judgement, covering some or most of the period set, about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. There will be an attempt at an historical overview. The answer may well be a largely narrative account but there will be some attempt to provide supporting arguments for the judgement made.</p> |

| | | |
|--|---|--|
| | <p>High Level 3: 6 marks</p> <p>The candidate is able to recall, select and deploy generally relevant historical knowledge and the response will be clearly expressed with appropriate language and structure and appropriate spelling, punctuation and grammar.</p> | <p>High Level 3: 15-16 marks</p> <p>The answer is focussed on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and broadly balanced discussion covering some or most of the period set, about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. There will be a clear attempt at an historical overview. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a broadly balanced judgement on the question set.</p> |
|--|---|--|

Level 4

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and mostly sustained judgement about the relationships between the key features and characteristics of the period studied. There will be a mostly sustained attempt at an historical overview. There will be a mostly sustained focus to make historical connections and show an appreciation of the complexities of change and continuity, drawing together developments from across the period study and from across a range of different perspectives. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently using appropriate language, structure, spelling, punctuation and grammar with a high degree of accuracy.

| Level 4 | Assessment Objective 1(a) | Assessment Objective 1(b) |
|------------|--|---|
| | (7-10 marks) Low Level 4: 7 marks The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar. | (17-22 marks) Low Level 4: 17-18 marks The answer has a clear focus on the key concept in the question set, drawing together some developments from across the period study and from across a range of different perspectives, and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and meaningful discussion covering most of the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated judgement on the question set so that the judgement is substantially supported by the arguments being made in the response. |
| | Mid Level 4: 8 marks The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer communicates clearly with appropriate language and structure and appropriate spelling, punctuation and grammar. | Mid Level 4: 19-20 marks The answer has a focus on the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives, and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion covering most or all of the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response. |

| | | |
|--|---|---|
| | <p>High Level 4: 9-10 marks</p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge; the answer communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</p> | <p>High Level 4: 21-22 marks</p> <p>These responses will reach a mostly substantiated, supported and sustained judgement regarding the key concepts. The answer has a focus on the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives and is able to show evidence of a thorough understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion covering most or all of the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a mostly substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response.</p> |
|--|---|---|

Level 5

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and fully sustained judgement about the relationships between the key features and characteristics of the period studied. Candidates will use an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate. There will be a fully sustained focus on providing an historical overview, to make historical connections and show an appreciation of the complexities of change and continuity throughout the full period set. Candidates will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and lucidly using appropriate language, structure, spelling, punctuation and grammar with a high degree of accuracy.

| Level 5 | Assessment Objective 1(a) | Assessment Objective 1(b) |
|------------|--|---|
| | (11-12 marks) | (23-28 marks) |
| | <p>Low Level 5: 11 marks The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge. Answers will be fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure.</p> <p>High Level 5: 12 marks The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge is recalled, selected and deployed. Answers will be lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</p> | <p>Low Level 5: 23-25 marks The answer has throughout a specific focus on discussing the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives. Understanding is shown through well focussed analysis and evaluation of the key concepts, such as causation, consequence, continuity, change and significance, which leads to a substantiated and sustained judgement regarding the set question. The answer will include supporting arguments covering change and continuity and other key characteristics and concepts to reach a substantiated and sustained judgement covering most of the period set.</p> <p>High Level 5: 26-28 marks The answer has throughout a specific focus on discussing the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives. Understanding is shown through well focussed analysis and evaluation of the key concepts such as causation, consequence, continuity, change and significance, which leads to a substantiated and sustained judgement regarding the set question. The answer will include supporting arguments covering change and continuity and other key characteristics and concepts within the period set to reach a highly substantiated and sustained judgement. The response offers a meaningful discussion of the key issue in the question and comes to a balanced judgement that is sustained and integrated; fully focussed on the key issue in the question and covering the full period set.</p> |

INDICATIVE CONTENT FOR SECTION B QUESTION 1

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.

‘The most significant cause of poverty and vagrancy in this period was religious change.’ Discuss.

Candidates are expected to analyse, evaluate and explain, over and within the given period, the interconnections and relationship between the full range of issues that affected the key concept in the question – in this case, the extent to which religious change was the most significant cause of poverty and vagrancy. This will include a range of historical perspectives and key concepts such as causation, consequence, continuity, change and significance where appropriate.

Candidates will offer an analysis and evaluation of whether religious change was the most significant cause of poverty and vagrancy in the context of other causes such as the government indifference/inertia, economic collapse, inflation and unemployment. In order to reach a substantiated judgement about the most significant cause of poverty and vagrancy, candidates may consider and debate a range of issues such as:

- the extent to which religious change, including the closure of the monasteries, contributed to poverty and vagrancy – taking away of social safety-net and rising unemployment
- the political, economic and social crises of the period
- the impact of plague, population growth and natural disasters
- the role and impact of government policy – ill-thought out policies throughout the period contributed to or exacerbated poverty and vagrancy
- continuity and change in the factors that caused poverty and vagrancy over the period

INDICATIVE CONTENT FOR SECTION B QUESTION 2

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 threat of war the most important influence on Tudor foreign policy in the period between 1483 and 1603?

Candidates are expected to analyse, evaluate and explain over and within the given period, the interconnections and relationships between the full range of issues that affected the key concept in the question – in this case, the extent to which the threat of war was the most important influence on Tudor foreign policy. They will include a range of key historical perspectives and concepts such as causation, consequence, continuity, change and significance where appropriate.

Candidates will offer an analysis and evaluation of whether Tudor foreign policy was mainly influenced by the threat of war in the context of other developments such as politics and religion and trade and commercial rivalry. In order to reach a substantiated judgement about the most significant influence on Tudor foreign policy, candidates may consider and debate a range of issues such as:

- that the threat of war was a key influence on foreign policy during the whole period but was more focused during the reigns of Henry VII, Henry VIII and the latter half of Elizabeth
- reference should be made to Henry Tudor's invasion, the real fear of invasion during Henry VIII's reign by France and Spain acting in concert with the Pope, and the Spanish Armada
- attacks across the border by Scotland and landings in Ireland
- on the other hand, candidates must be prepared to discuss the importance of other influences on Tudor foreign policy such as political alliances, diplomacy, support for exiles (Henry VII) and Henry VIII's ambitions to conquer France
- religious issues connected with the Reformation and Counter-Reformation
- changing relations with Spain, the Empire, France and the Netherlands
- how the need to fulfil England's colonial ambitions contributed more to the shaping of Tudor foreign policy- commercial rivalry in the New World, the need to defend and protect the kingdom, England's colonial ambitions sometimes caused conflict with her Spanish and French neighbours.