



GCE MARK SCHEME (LEGACY)

SUMMER 2016

HISTORY - UNIT HY4

DEPTH STUDY 1

WALES AND THE TUDOR STATE, c. 1529-1588

1234/13

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
DEPTH STUDY 1
WALES AND THE TUDOR STATE, c. 1529-1588
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>
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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>
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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 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 social and economic development in Wales between 1534 and 1588 was the increase in poverty and vagrancy.’ Discuss.

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 to which the most significant social and economic development in Wales was the increase in poverty and vagrancy. 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 increase in poverty and vagrancy was the most significant social and economic development in Wales in the context of other developments that were significant. In order to reach a substantiated judgement about the most significant development in the economy and society of Wales, candidates may consider and debate a range of issues such as:

- the relationship between the key characteristics responsible for economic and social change in Wales
- the extent to which there was continuity as well as change in the society and economy of Tudor Wales during and over this period
- the rise in population creating pressure on jobs
- inflation and unemployment fuelled the rise in poverty and led to the growth in vagrancy
- the creation of landed estates led to large estates of several thousand acres spread over several counties. This provided the gentry with their wealth, status and local social power and they became large employers
- the impact on the tenant farmers and lesser landowners who could not compete in either the land market or food markets
- the gentry were the leaders of local society and their influence was pivotal in promoting change and maintaining social continuity
- many gentry in Wales became more Anglicised after the Acts of the Union
- the growth in towns and industry. Also, agricultural changes such as enclosures
- candidates might point out that the social consequences in the rise in population and the economic effects of enclosure were more significant since it affected a greater proportion of the people. These social and economic developments led to rising unemployment, famine which in turn led to growing crime levels and increased government action to curb vagrancy
- on the other hand, some candidates might argue that the growing material and landed wealth of the gentry was the most tangible social and economic development

INDICATIVE CONTENT FOR 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 recusancy the main challenge facing the Elizabethan Church in Wales between 1559-1588?

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 main challenges facing the Elizabethan Church in Wales. 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 most significant challenge facing the Elizabethan Church in Wales was the threat posed by recusancy in the context of other challenges. In order to reach a substantiated judgement about the most significant challenge facing the Elizabethan Church in Wales, candidates may consider and debate a range of issues such as:

- the relationship between the key characteristics responsible for religious change in Wales
- the extent to which there was continuity as well as change during this period
- the continuing survival of recusancy in remote, rural areas
- the support offered by some recusant gentry, powerful men who could promote and protect seminary priests
- the Elizabethan Church Settlement established the government blueprint for religious change in Wales. It established the state or Anglican Church
- the spread of Humanism and humanist ideas from the continent
- the work of talented men such as Richard Davies and William Salesbury in arranging translation of the scriptures into Welsh
- candidates might suggest that the threat of Catholic recusancy was as significant a challenge as the conversion of the Welsh people to Protestantism via the Church Settlement