GCE AS MARKING SCHEME

SUMMER 2022

HISTORY - UNIT 2
DEPTH STUDY 1: THE MID-TUDOR CRISIS IN WALES AND ENGLAND c.1529–1570

PART 1: PROBLEMS, THREATS AND CHALLENGES c.1529–1553

2100U10-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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Marking guidance for examiners

Summary of assessment objectives for Question 1

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

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 2.

- Advice on the specific question that outlines indicative content which may be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly, a final mark for the question can then be awarded.

Summary of assessment objectives for Question 2

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

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 2

- Advice on the specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Thirdly a final mark for the question can then be awarded.

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AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

		Value of the sources	Analysis and evaluation of the sources in their historical context	Focus on the question set
Band 6	**26–30 marks**	The learner shows clear understanding of the strengths and limitations of the sources.	The sources are clearly analysed and evaluated in the specific and wider historical context.	The learner will make a sustained and developed attempt to utilise the sources to directly answer the question set.
Band 5	**21–25 marks**	The learner considers the strengths and limitations of the sources.	There is some analysis and evaluation of the sources in the specific and wider historical context.	The learner deploys the sources appropriately to support the judgement reached about the question set.
Band 4	**16–20 marks**	The learner develops a response which begins to discuss the strengths and limitations of the sources.	There is some analysis and evaluation of the sources with an awareness of the wider historical context.	The learner deploys the sources to support the judgement reached about the question set.
Band 3	**11–15 marks**	The learner uses most of the source material to develop a response.	There is some analysis and evaluation of the sources.	The learner begins to discuss the sources' use in the context of the question set.
Band 2	**6–10 marks**	The learner uses some of the source material to develop a response.	The learner begins to analyse and evaluate the sources but it is largely mechanical.	The learner attempts to comment on the sources' use but lacks context.
Band 1	**1–5 marks**	There is limited evidence of the use of the sources.	Sources are used for their content only.	
Award 0 marks for an irrelevant or inaccurate response.				

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0 1 **Using your understanding of the historical context, assess the value of these three sources to an historian studying the response to protest and disorder in the period from 1537 to 1549.**

Candidates will consider the value of the sources to an historian studying the response to protest and disorder in the period from 1537 to 1549. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A The general context of the source is the government's reaction to rebellion, while the specific context of the source is the lack of sympathy and/or harsh punishments that were being meted out. Cromwell's instructions are clear and concise; severe punishment was to be meted out to the rebels. The aim was to deter disorder in the future. There is also a financial dividend to be exploited by the Crown, namely the lands and possessions of the well-to-do rebels. The familes of the landowning rebels were evidently to be punished by stripping them of their wealth, and detailed inventory was to be kept. There is no bias in this source, it is an example of government policy on dealing with the aftermath of a failed rebellion.

Source B The general context of the source is the reaction of a member of the Church while the specific context of the source is the sympathy felt for the rebels. Despite the bias of the author, the source is valuable because it it is drawn from a contemporary chronicle and it explores the reasons why the people of the Westcountry rose in rebellion. Opposition to religious change was at the root of the unrest and subsequent disorder. The author lists some of their demands, which Somerset's Protestant government were unwilling to meet. The destruction of church images and the punishment meted out to the rebel leaders can be compared to that described in Source A. If the harsh punishment of the Pilgrim rebels of 1536–7 was meant to deter future rebellions it had clearly failed. As a Welshman this source may be taken as the view of an outsider.

Source C The general context of the source is the reaction of a wealthy town merchant, while the specific context of the source is his lack of sympathy for Kett, but some sympathy for the rank and file of the rebels. From an unpublished manuscript it describes the battle that ended the Kett rebellion. The author was part of the Norwich merchant community and, given Kett's capture of the city during the rebellion, was an opponent of the rebels. Kett is portrayed in an unflattering light: a coward abandoning his men when the tide of battle turned against them. The author betrays some sympathy for the rebels who, knowing defeat was coming, fought on. Based on the punishments handed out to surviving rebels in previous rebellions, they knew the fate that awaited them. Nevertheless, they were not deterred from rebelling nor of surrendering when all was lost. This says a great deal about the failure of government policy in dealing with rebellion, concentrating on the symptoms rather than the cause. There is no mention of the cause of the rebellion and only a hint at the possible consequences.

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AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

		Focus on the question set	Analysis of the interpretation
Band 6	**26–30 marks**	The learner discusses clearly the question set in the context of alternative interpretations.	The learner considers the validity of the interpretations in the development of the historiographical context. They demonstrate an understanding of how and why this issue has been interpreted in different ways. They discuss **why** a particular historian or school of history would form an interpretation based on the evidence available to the historian.
Band 5	**21–25 marks**	The learner discusses the question set in the context of alternative interpretations.	The learner discusses the work of different historians and/or schools of history to show an understanding of the development of the historical debate. The learner analyses and explains the key issues in the question set when considering the interpretation in the question.
Band 4	**16–20 marks**	The learner discusses the question set in the context of the development of the historical debate that has taken place.	There is some attempt to explain **why** different interpretations have been formed. The learner considers a counterargument to that presented in the question.
Band 3	**11–15 marks**	The learner attempts to discuss the question set in the context of the development of the historical debate that has taken place.	There is a limited attempt to explain **why** different interpretations have been formed.
Band 2	**6–10 marks**	The learner is able to show understanding of the question set. There is an attempt to reach a judgement but it is not firmly supported or balanced.	The learner's discussion of the interpretation is valid, with reference to alternate interpretations.
Band 1	**1–5 marks**	Any judgement reached is limited and unsupported.	The learner attempts to discuss the interpretation by tending to agree or disagree with it.
Award 0 marks for an irrelevant or inaccurate response.			

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0 2 **How valid is the view that Wales experienced significant change in the 1530s and 1540s?**

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Candidates will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that Wales experienced significant change in the 1530s and 1540s. Some of the issues to consider may include the following.

Interpretation 1 This argues that Wales experienced little change in this period. candidates may argue that the author, as a revisionist historian, is likely to have formed his opinion by reading primary sources alongside the views of previous historians. His opinion carries weight in respect of the nature and extent of the changes that were said to be have happened during this period; political change went hand-in-hand with social and economic changes. There is no mention of the significant changes in religion. He is a specialist on social and economic history, mainly focused on the landowning elite. The timeframe and geographical narrowness of his research is also worth noting, beginning in 1540 and confined to south-west Wales. He does not attempt to provide a balanced view of the changes affecting Wales during this time.

Interpretation 2 This argues that Wales experienced significant change in this period. Candidates may argue that the author is a post-revisionist historian and specialist in social history. She is writing in an essay focused on crime, which is one among a number of chapters printed in a general survey of the culture and society of Tudor Wales. She is convinced that there is evidence enough to contradict ealier historians' views on the nature and extent of the changes in Wales. There is no reference to the impact or influence of the Henrician Reformation on Wales, which by its very nature heralded significant change in Welsh religious life. She is mainly focused on the nature and impact of crime within the Tudor community of Denbighshire. The geographical narrowness of her research is worth noting, being confined to a small corner of north-east Wales. She does not attempt to provide a balanced view of the changes affecting Wales during this time.

Wider debate Candidates may show awareness of the nature of the debate regarding change in Wales in this period. In particular, candidates may be aware of other interpretations such as that expressed by GR Elton, that the changes in Wales were part of Cromwell's 'revolution in government'; and that expressed by Glanmor Williams, that the changes in Wales were part of a revolution in religion.

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