# GCSE MARKING SCHEME

**AUTUMN 2020**

**HISTORY**
**COMPONENT 1: BRITISH STUDY IN DEPTH**
**1A. Conflict and Upheaval: England, 1337-1381**
**C100UA0-1**

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## INTRODUCTION

This marking scheme was used by WJEC for the 2020 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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**MARK SCHEME AUTUMN 2020**

# Component 1: BRITISH STUDY IN DEPTH
## 1A: Conflict and Upheaval: England, 1337-1381

### Instructions for examiners of GCSE History when applying the mark scheme

### Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

### GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

| *Mark allocation:* | *AO1* | *AO2* | *AO3 (a)* | *AO4* |
|---|---|---|---|---|
| **4** | | | **4** | |

Question: e.g. **What can be learnt from Sources A and B about the position of women in fourteenth-century England?** **[4]**

This is the question and its mark tariff.

**Band descriptors and mark allocations**

| | **AO3(a) 4 marks** | |
|---|---|---|
| **BAND 2** | **Analyses and uses the content of both sources for the enquiry.<br>If answer is imbalanced in use of sources award 3 marks.** | **3-4** |
| **BAND 1** | **Generalised answer with little analysis, paraphrasing or describing sources only.** | **1-2** |

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the sources show that the position of women was that they played varied roles in fourteenth century England;*
- *Source A shows how women undertook a wide variety of agricultural jobs, apart from ploughing;*
- *widows assumed many of the responsibilities of their late husbands;*
- *they represented themselves in court and successfully administered their land; they could not however hold office or act as jurors;*
- *Source B is an illustration showing the domestic roles of women in the manufacture of cloth;*
- *it depicts the role of women in terms of the carding, spinning and weaving processes in the production of clothes;*
- *both sources therefore show that women's position in fourteenth century England was one of importance.*

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**Banded mark schemes**

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

**Banded mark schemes Stage 1 – Deciding on the band**

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

**Banded mark schemes Stage 2 – Deciding on the mark**

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.
Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

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**MARK SCHEME**

## Component 1: BRITISH STUDY IN DEPTH

### 1A: Conflict and Upheaval: England, 1337-1381

**Question 1**

| *Mark allocation:* | *AO1* | *AO2* | *AO3 (a)* | *AO4* |
|---|---|---|---|---|
| **4** | | | **4** | |

Question: **What can be learnt from Sources A and B about the position of women in fourteenth-century England? [4]**

**Band descriptors and mark allocations**

| | **AO3(a) 4 marks** | |
|---|---|---|
| **BAND 2** | **Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.** | **3-4** |
| **BAND 1** | **Generalised answer with little analysis, paraphrasing or describing sources only.** | **1-2** |

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the sources show that the position of women was that they played varied roles in fourteenth century England;*
- *Source A shows how women undertook a wide variety of agricultural jobs, apart from ploughing;*
- *widows assumed many of the responsibilities of their late husbands;*
- *they represented themselves in court and successfully administered their land; they could not however hold office or act as jurors;*
- *Source B is an illustration showing the domestic roles of women in the manufacture of cloth;*
- *it depicts the role of women in terms of the carding, spinning and weaving processes in the production of clothes;*
- *both sources therefore show that women's position in fourteenth century England was one of importance.*

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## Question 2

| *Mark allocation:* | *AO1 (b)* | *AO2* | *AO3 (a+b)* | *AO4* |
|---|---|---|---|---|
| **8** | **2** | | **6** | |

Question: **To what extent does this source accurately reflect the reasons for the passing of the Statute of Labourers? [8]**

**Band descriptors and mark allocations**

| | **AO1(b) 2 marks** | | | **AO3 (a+b) 6 marks** | |
|---|---|---|---|---|---|
| | | | **BAND 3** | **Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.** | **5-6** |
| **BAND 2** | **Demonstrates detailed understanding of the key feature in the question.** | **2** | **BAND 2** | **Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.** | **3-4** |
| **BAND 1** | **Demonstrates some understanding of the key feature in the question.** | **1** | **BAND 1** | **Very basic judgement reached about the source with little or no analysis or evaluation.** | **1-2** |

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source shows that King Edward recognised the effects that the Black Death had in terms of increasing wages for the surviving peasants;*
- *it suggests that some workers and servants were taking advantage of the situation, while others were preferring to beg rather than work;*
- *to an extent the source accurately reflects the reasons why the Statute of Labourers was passed; due to a shortage of workers, lords were forced to raise wages and the bargaining power of the peasantry increased;*
- *however, the source is narrow in its focus as it is an extract from the Statute of Labourers itself and this may be a limitation in terms of its accuracy;*
- *it focuses purely on the demands of the peasantry and fails to take into account the wider underlying factors that led to the passing of the Statute of Labourers;*
- *in particular, it does not reflect the fact that the King, nobility and lords wished to reassert their control over the feudal system which had been severely undermined by the effects of the Black Death.*

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## Question 3

| *Mark allocation:* | *AO1 (a+b)* | *AO2* | *AO3* | *AO4* |
|---|---|---|---|---|
| **12** | **4** | **8** | | |

Question: **Why was the Poll Tax significant in causing the Peasants' Revolt? [12]**

**Band descriptors and mark allocations**

| | AO1(a+b) 4 marks | | AO2 8 marks | |
|---|---|---|---|---|
| **BAND 4** | **Demonstrates very detailed knowledge and understanding of the key feature in the question.** | **4** | **Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context.** | **7-8** |
| **BAND 3** | **Demonstrates detailed knowledge and understanding of the key feature in the question.** | **3** | **Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context.** | **5-6** |
| **BAND 2** | **Demonstrates some knowledge and understanding of the key feature in the question.** | **2** | **Begins to explain the significance of the identified issue, culminating in a weakly supported judgement.** | **3-4** |
| **BAND 1** | **Demonstrates basic knowledge and understanding of the key feature in the question.** | **1** | **A basic, unsupported explanation is provided regarding significance.** | **1-2** |

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the Poll Tax was an extremely significant factor in causing the Peasants' Revolt;*
- *in the aftermath of the Black Death the surviving peasantry had to a certain extent benefitted in terms of increased wages, greater mobility and freedom, despite the passing of the Statute of Labourers;*
- *however, the Hundred Years' War began to turn in favour of the French from the 1370s on and this increased the pressure on the English crown in terms of its need for revenue;*
- *prices had also increased as lords sought to recover the cost of extra expenditure on wages; this increased the financial strain on peasants;*
- *the death of the Black Prince in 1376 and then King Edward III in 1377 had weakened England's ability to successfully wage war; the result of successive defeats and maintaining garrisons in France was an increase in taxation;*
- *by the late 1370s therefore, Parliament introduced a poll tax which had a significant impact upon the peasantry;*
- *it was to be paid by everyone over the age of 14 at a rate of four pence each; the tax was extremely unpopular and significantly increased peasant discontent;*
- *a second poll tax in 1379 led to many people evading payment and an increased belief that the revenue was being wasted;*

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- *a third poll tax in 1380 was levied at twelve pence per adult and resulted in widespread tax evasion and discontent;*
- *the sending out of commissioners and tax collectors in 1381 significantly worsened an already tense situation; events in Fobbing, Essex at the end of May 1381 would then instigate the Peasants' Revolt;*
- *the poll tax was therefore a very significant factor, among others, in causing the outbreak of the Peasants' Revolt.*

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**Question 4**

| *Mark allocation:* | *AO1 (a+b)* | *AO2* | *AO3* | *AO4* |
|---|---|---|---|---|
| **10** | **2** | **8** | | |

Question: **Explain the connections between TWO of the following that are to do with the Hundred Years' War. [10]**

**Band descriptors and mark allocations**

| | AO1(a+b) 2 marks | | AO2 8 marks | | |
|---|---|---|---|---|---|
| | | | **BAND 4** | **Fully explains the relevant connections between the chosen features, set within the correct historical context.** | **7-8** |
| | | | **BAND 3** | **Explains the connections between the chosen features, set within the correct historical context.** | **5-6** |
| **BAND 2** | **Demonstrates detailed knowledge and understanding of the key features in the question.** | **2** | **BAND 2** | **Begins to explain the connections between the chosen features.** | **3-4** |
| **BAND 1** | **Demonstrates some knowledge and understanding of the key features in the question.** | **1** | **BAND 1** | **A basic, unsupported explanation of connections between the chosen features.** | **1-2** |

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

*All the historical features mentioned in the question are inter-related; connections identified may include:*

- *the 'Black Prince' was connected to chevauchees as he used them as a key tactic in causing destruction to the French in the Hundred Years' War; after the victories of the 1340s had given England the upper hand, the Black Prince launched grand chevauchees in the mid-1350s that were extremely profitable and destructive;*
- *chevauchees were connected to the Battles at Crecy and Poitiers insomuch as the English followed up their victories by continuing to destroy areas of France as a means of enticing further conflict;*
- *the Black Prince is connected to the Battle of Crecy as he was commander of one of the English units, the others being King Edward III and the Earl of Northampton; the death of John of Bohemia in an attack on the Black Prince's position was a key factor in the English victory;*
- *the Black Prince is connected to the Battle of Poitiers as it was his grand chevauchee of 1356 that led the French forces under King John II to pursue the English to Poitiers; at the Battle of Poitiers, the Black Prince again played a significant role in leading the English army in the tactics that were successful;*
- *the Battles of Crecy and Poitiers are connected as they both resulted in significant English victories that were the result of similar tactics; the use of longbow men was significant in both battles in effectively destroying massed French infantry and cavalry charges.*

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## Question 5

| *Mark allocation:* | *AO1 (b)* | *AO2* | *AO3* | *AO4(a-d)* | *SPaG* |
|---|---|---|---|---|---|
| **19** | **4** | | | **12** | **3** |

Question: **How far do you agree with this interpretation of the causes of the Hundred Years' War? [16+3]**

**Band descriptors and mark allocations**

| | AO1(b) 4 marks | | AO4 (a-d) 12 marks | |
|---|---|---|---|---|
| **BAND 4** | **Demonstrates very detailed understanding of the key feature in the question.** | **4** | **Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.** | **10-12** |
| **BAND 3** | **Demonstrates detailed understanding of the key feature in the question.** | **3** | **Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.** | **7-9** |
| **BAND 2** | **Demonstrates some understanding of the key feature in the question.** | **2** | **Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.** | **4-6** |
| **BAND 1** | **Demonstrates basic understanding of the key feature in the question.** | **1** | **Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.** | **1-3** |

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the interpretation states that King Edward III was advised by parliament that the French had sided with the Scots and had taken no notice of offers of negotiation; as a result of this Edward was advised to revoke homage and declare war;*
- *the author has based the interpretation on the fact that France had been an ally of Scotland for decades; in the 1330s France had supported David Bruce for the throne of Scotland as opposed to Edward Balliol who was supported by the English crown;*

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- *the interpretation is therefore accurate to a certain extent and is correct in its assertion that Edward sought to revoke his homage to the King of France;*
- *however, other interpretations of this issue differ; other historians and commentators would argue that the Hundred Years' War was the result of a wide variety of factors and not just the result of the Franco-Scottish alliance;*
- *candidates may assert that English control over a considerable area of France, in particular Gascony in Aquitaine, had led to strained relations for many years; the area was economically important in terms of the wool and wine trades and French officials had gradually been impinging upon English authority in the region;*
- *the growth of national spirit also contributed to the outbreak of war, with English kings considering the paying of homage to be a humiliation;*
- *candidates may assert that Edward III's claim to the French throne through his mother Isabella played a key role in causing the Hundred Years' War; the granting of refuge to Philip's enemy Robert, Count of Artois and the subsequent confiscation of Aquitaine would lead to Edward claiming the French throne;*
- *candidates may assert however, that the author is clearly writing from a very particular perspective; the interpretation is clearly influenced by the author's association with Philippa of Hainault, King Edward III's wife;*
- *appropriate research may have taken place, despite the relative proximity to events, but the interpretation is clearly based on the predilections of the author and the target audience which would certainly be sympathetic to the English cause, especially since the war was ongoing;*
- *it is therefore a limited perspective which is narrow in its focus;*
- *it should be viewed as part of a wider historical debate over the issue which includes a range of different interpretations of the causes of the Hundred Years' War.*

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

In applying these performance descriptors:
- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

| Band | Marks | Performance descriptions |
|---|---|---|
| *High* | 3 | • Learners spell and punctuate with consistent accuracy<br>• Learners use rules of grammar with effective control of meaning overall<br>• Learners use a wide range of specialist terms as appropriate |
| *Intermediate* | 2 | • Learners spell and punctuate with considerable accuracy<br>• Learners use rules of grammar with general control of meaning overall<br>• Learners use a good range of specialist terms as appropriate |
| *Threshold* | 1 | • Learners spell and punctuate with reasonable accuracy<br>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall<br>• Learners use a limited range of specialist terms as appropriate |
| | 0 | • The learner writes nothing<br>• The learner's response does not relate to the question<br>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning |



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