



GCE MARK SCHEME

SUMMER 2015

HISTORY - UNIT HY2  
DEPTH STUDY 1

WALES AND THE TUDOR STATE, c. 1529-1588

1232/01



# HISTORY MARK SCHEME

## UNIT 2

### DEPTH STUDY 1

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

#### Part (a)

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

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

#### Marking guidance for examiners

##### Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

##### Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

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

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

## INDICATIVE CONTENT FOR PART (a)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### QUESTION: 1(a)

#### **What does the author of Source E mean by the phrase “they are very angry at what is done to Queen Catherine”?**

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

- the phrase refers to the anger felt by many in Wales at the treatment of the popular queen by the king.
- the belligerent attitude and behaviour of Welshmen unhappy with the divorce.
- the country had become so tense and dangerous that the Welsh might rebel in support of Queen Catherine.
- Chapuys was well connected at court but may be exaggerating feeling in Wales

### QUESTION: 2(a)

#### **What does the author of Source F mean by the phrase “The Lord President has to be replaced by one strong enough to quell the rebellious Welsh”?**

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

- the phrase refers to the inefficient work of Veysey prior to Lee’s appointment as Lord President in the 1534.
- the purpose of a new Lord President to deter law breaking by striking fear into the minds of outlaws in Wales.
- the disapproval of Veysey’s methods by the Crown and its ministers in central government and the need for Lee’s brutal approach to lawbreakers.
- Croft is an influential figure who is obviously alarmed at the state of lawlessness in Wales.

## Part (b)

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

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

### Marking guidance for examiners

#### Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

#### Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

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

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-4 marks</b>  <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 5-8 marks</b>  <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 9-12 marks</b>  <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 13-16 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

## **INDICATIVE CONTENT FOR PART (b)**

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **QUESTION: 1(b)**

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

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

- answers will refer to the importance of the office in judicial and administrative terms.
- the power the holder of the office wielded - the contrast between a weak and strong post holder.
- there will be valid evaluation comments on the authorship of both sources regarding the significance of the role of the Justice of the Peace in the government of Wales. The historian offers an objective and balanced assessment of the Justice of the Peace as does the Lord President who is highlighting the importance of the office.

### **QUESTION: 2(b)**

#### **How important was the role of royal officials in dealing with lawlessness and disorder in Wales?**

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

- answers will refer to the importance of royal officials especially in relation to the powers and responsibilities vested in their office.
- the royal officials were responsible for the administration of justice and in conducting parliamentary sessions.
- proclamations were issued directly from the King and his council to these local royal officers.
- there will be valid evaluation comments on the authorship of both sources regarding the importance of the role of the royal officials in dealing with lawlessness and disorder in Wales. Both sources offer an assessment of royal power and both are in agreement in emphasising the importance of the role played by officials in enforcing laws and punishments in Wales. There is no reliability issue with the Proclamation and Bishop Sampson's evidence confirms the important role of royal officials

## Part (c)

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

	<b>AO1</b>	<b>AO2a</b>	<b>AO2b</b>	<b>Total</b>
<b>Level 1</b>	1 mark	1-2 marks	1-5 marks	8
<b>Level 2</b>	2-3 marks	3-4 marks	6-9 marks	16
<b>Level 3</b>	4 marks	5-6 marks	10-14 marks	24

### **Marking guidance for examiners**

#### **Deciding on the mark point within a level**

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

#### **Quality of written communication**

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

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

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-4 marks</b> <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 5-8 marks</b> <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 9-12 marks</b> <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 13-16 marks</b> <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p><b>Low Level 3: 17-20 marks</b>  <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>High Level 3: 21-24 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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## INDICATIVE CONTENT FOR PART (c)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### QUESTION: 1(c)

## **Do you agree with the interpretation that the Acts of Union did the Welsh people more harm than good?**

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

- candidates are invited to enter into a debate on whether the Acts of Union did the Welsh people more harm than good.
- candidates should be able to consider whether this interpretation is valid and supported, or not, by the sources for the whole period.
- Source D suggests that the Acts betrayed Wales and did not benefit the people while the evidence in Source C disagrees by praising the change wrought by the passing of the legislation.
- it seems that the historian writing in Source D with a degree of hindsight is suggesting that the Welsh derived little benefit from the Acts which left them in a more subservient position than before. This is not supported by the evidence of the contemporary in Source C.
- answers will consider the content and origins of the sources in discussing the view that the legislation did more harm than good to the Welsh. Answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion and hindsight will figure in candidates' explanation.
- candidates will consider alternative interpretations that in the short term the Welsh people did benefit because it attempted to bring law and order to a troubled land but in the long term the closer relationship with England affected its language and culture.

## QUESTION: 2(c)

### **Do you agree with the interpretation that Wales was well governed by 1547?**

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that Wales was well governed by 1547. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether Wales was well governed by 1547.
- candidates should be able to consider whether this interpretation is valid and supported, or not, by the sources for the whole period.
- answers will use the content of the sources together with some discussion of the authorship to consider the given interpretation.
- Source D suggests that the forces of law and order were strong and effective - criminals were apprehended, tried and executed if found guilty, though this was not true of the whole of Wales while Source C praises the government and administration of the country.
- it seems that the historian writing in Source D with a degree of hindsight is offering a balanced view by suggesting that some parts of Wales were badly governed. This is not supported by the contemporary evidence in Source C.
- answers will consider the content and origins of the sources in deciding whether Wales was well governed or not. Answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion over a span of twenty years will figure in candidates' explanation as will the fact that the historian is writing in 1904. Historians may have evolved their interpretations since then.
- candidates will consider alternative interpretations regarding the strength and effectiveness of the government in Wales. Modern historians are more likely to offer a balanced assessment missing in the sources highlighted.

## Part (d)

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

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

### **Marking guidance for examiners**

#### **Deciding on the mark point within a level**

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

#### **Quality of written communication**

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

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

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

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

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

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

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

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Wales and the Tudor State, 1529-1588. Some of the issues to consider may include:

- the sources give a clear indication of the problems that existed in Wales and their effort on the relationship between the Principality and the Tudor State during the sixteenth century.
- they also refer clearly to the problems that confronted the authorities in terms of government, law and order, and the behaviour of the poor and vagrant.
- the sources are really useful in considering certain aspects of the government and judiciary of Wales at this time and their relationship with the Tudor State particularly the effectiveness of the chief agent of Tudor rule in Wales, the Lord President.
- answers will also discuss the rather limited sources available to historians of this period.

**QUESTION: 2(d)**

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

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Wales and the Tudor State, 1529-1588. Some of the issues to consider may include:

- the sources are really useful in explaining the problems that confronted the authorities in terms of government, law and order some of which conspired to hinder a closer relationship between England and Wales.
- the sources provide the views of two contemporaries who have first-hand experience of Wales during this period and the views of a near contemporary historian.
- the sources have some use in explaining the condition of Wales in the period. Was the system of justice in crisis and ineffectual, was there corruption or were the officers of the Crown effectively controlling law, justice and the courts.
- there should be some discussion of the wider range of sources that could be of use in understanding developments in Wales and the Tudor State during this period.