



GCSE MARKING SCHEME

SUMMER 2018

HISTORY

COMPONENT 1: BRITISH STUDY IN DEPTH

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

C100UA0-1

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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.

MARK SCHEME SUMMER 2018

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:

Mark allocation:	AO1	AO2	AO3 (a)	AO4
4			4	

Question: e.g. **What can be learnt from Sources A and B about the impact of the Black Death?** [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 impact of the Black Death was immediate and dramatic;*
- *Source A shows how the plague arrived via ships to ports in the south of England and rapidly killed many people;*
- *one result was that prices fell due to falling demand;*
- *the price of expensive goods such as horses fell;*
- *animals and farmland were left unattended;*
- *Source B shows that many bodies were left unburied;*
- *bodies were buried in common pits; manor buildings fell into decay;*
- *there were insufficient supplies for those in the church due to a lack of labour.*

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.

MARK SCHEME SUMMER 2018

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 impact of the Black Death?** [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 impact of the Black Death was immediate and dramatic;*
- *Source A shows how the plague arrived via ships to ports in the south of England and rapidly killed many people;*
- *one result was that prices fell due to falling demand;*
- *the price of expensive goods such as horses fell;*
- *animals and farmland were left unattended;*
- *Source B shows that many bodies were left unburied;*
- *bodies were buried in common pits; manor buildings fell into decay;*
- *there were insufficient supplies for those in the church due to a lack of labour.*

Question 2

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

Question: **To what extent does this source accurately reflect the significance of the Peasants' Revolt?** [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 accurately reflects the significance of the Peasants' Revolt in so much as it shows the harsh response of the King;*
- *the source clearly shows how the King was determined to restore order after the revolt;*
- *it shows that Richard was also determined to make an example of the peasants and oppress them to a harsher degree than before;*
- *it accurately reflects the significance since the King was personally addressing the group of rebels;*
- *it shows how the King had gained the ascendancy and after the events at Smithfield and Mile End was now determined to reassert his control;*
- *the source however, only shows the immediate significance of the Peasants' Revolt;*
- *it shows an immediate reaction to the Revolt and therefore its historical context is narrow in focus.*

Question 3

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

Question: **Why were the overseas possessions of English kings significant in causing the Hundred Years' War? [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 overseas possessions of the English kings were a very significant factor in causing the Hundred Years' War;*
- *tensions over land possessed in France by the English Kings dated back decades even centuries;*
- *the particular source of conflict was the English possession of Gascony, part of Aquitaine in southern France and attempts had been made by the French to confiscate it in the late 13th and early 14th centuries;*
- *the result of these possessions was that English kings were vassals of the King of France;*
- *as a result of this English kings owed homage to the French kings which they were reluctant to give;*
- *national spirit grew during this period and the frequent paying of homage was considered a humiliation for English kings;*
- *French royal officials often tried to extend their control over the territorial possessions of English kings;*
- *arguments over the possessions had partly led to France and Scotland becoming allies, thus increasing tensions; French support for the Scots and Edward's support for Philip IV's enemy, Robert, Count of Artois, led to Philip confiscating Aquitaine;*
- *Edward reasserted his claim to the French throne as a result and therefore the overseas possessions were clearly a significant factor in causing the Hundred Years' War.*

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 Peasants' Revolt of 1381. [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 Poll Tax is connected to John Ball as his preaching of the inequality that existed was greatly exacerbated by a series of poll taxes; he was instrumental in fomenting the discontent at its imposition; Ball stressed that all men were equal and these radical ideas were popular amongst the peasants;*
- *the issue of serfdom is connected to the Poll Tax since after the Black Death the conditions of the survivors had improved; the Poll Tax challenged their gains and newly won freedoms and again caused discontent related to their position in society;*
- *the French Wars are connected to the Poll Tax as it was the financial demands of the wars that by this time were going against England that led to the demand for extra taxation;*
- *there had been a series of poll taxes to fund the wars that had greatly increased peasant suffering during this period;*
- *as a result the wars placed extra demands on a society already riven by the issues of serfdom and the preaching of John Ball.*

Question 5

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
19	4			12	3

Question: **How far do you agree with this interpretation of the longer term consequences of the Black Death? [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 clearly links the Black Death to increased peasants' demands;*
- *the interpretation is based on the understanding that the peasants now began to question the conditions under which they lived;*
- *the interpretation states that the Black Death was a stimulus to greater mobility; the feudal system also began to break down as a result of the Black Death;*
- *the interpretation generally asserts that the peasants viewed the Black Death as an opportunity to improve their lives and chances of mobility;*
- *other interpretations may state that the trend towards greater mobility and the ending of the feudal system had begun prior to the Black Death and were merely hastened by the event;*
- *the interpretation fails to take into account measures the authorities took to restore the status quo prior to the Black Death, the Statute of Labourers for example, which sought to restrict mobility;*
- *candidates may assert that the interpretation is written by a general historian in a specialist book;*
- *the interpretation may be aimed at an academic audience but since the author is a biographer and historian, he may have failed to take into account other longer term consequences of the Black Death;*
- *the accuracy of the interpretation is therefore subject to debate; it may well accurately reflect limited aspects of the consequences of the Black Death but not the wider context;*
- *it should be viewed as part of a wider historical debate over the issues which includes a range of different interpretations of the longer term consequences of the Black Death.*

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
<i>High</i>	3	<ul style="list-style-type: none">• Learners spell and punctuate with consistent accuracy• Learners use rules of grammar with effective control of meaning overall• Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2	<ul style="list-style-type: none">• Learners spell and punctuate with considerable accuracy• Learners use rules of grammar with general control of meaning overall• Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none">• Learners spell and punctuate with reasonable accuracy• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall• Learners use a limited range of specialist terms as appropriate
	0	<ul style="list-style-type: none">• The learner writes nothing• The learner's response does not relate to the question• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning