

GCSE

# WJEC GCSE History

Approved by Qualifications Wales

## Sample Assessment Materials

Unit 4: A changing society

Teaching from 2026

For award from 2028



This Qualifications Wales regulated qualification is not available to centres in England.

Made for Wales.  
Ready for the world.



## Contents

About this pack: information for teachers .....	1
Managing the assessment.....	2
Candidate Mark Record Sheet .....	5
Candidate Assessment Pack .....	6

## Copyright

© WJEC CBAC Limited 2024.

## About this pack: information for teachers

This pack contains the assessment materials for Unit 4: A changing society

Within this pack, you will find:

- information for teachers on how to manage arrangements for assessment
- a mark record sheet
- a **candidate pack** which includes:
  - details of the assignment
  - a detailed breakdown of each task
  - information for candidates, which tells candidates about things that they must and must not do when they are completing the assessment
  - the mark scheme which must be used to assess candidate work
  - a Candidate Declaration Form
  - a Candidate Time Record sheet.

**You must provide each candidate with a copy of the complete candidate assessment pack.**

## Assessment Preparation

During the course, learners will engage with four items per theme in the classroom (two historical sources and two interpretations). From these items (36 in total), 15 will be selected by the centre for learners to choose from when completing the NEA. These will include four items for each of the two set themes, and one item for each of the other seven themes.

For example, if **Culture** and **Politics** are selected as the set themes one year, the fifteen items selected for assessment would be as follows:

<b>Culture</b> Two sources Two interpretations	<b>Equality and inequality</b> One source OR interpretation	<b>Ethnicity</b> One source OR interpretation
<b>International relations</b> One source OR interpretation	<b>Peace and conflict</b> One source OR interpretation	<b>Politics</b> Two sources Two interpretations
<b>Religion</b> One source OR interpretation	<b>Sex, sexuality and gender</b> One source OR interpretation	<b>Social and economic issues</b> One source OR interpretation

Centres will be able to place these items into an assessment pack template that is available to download from the WJEC website.

## Managing the assessment

This is a centre-marked (internal) non-examination assessment. The following arrangements must be followed when managing and marking the assessment

### Time

Candidates must be allowed **4 hours 15 minutes** to complete this assessment. The assessment is a five-stage historical enquiry, which could be completed in one sitting, or in multiple, shorter sessions. Candidates should spend approximately:

- 40 minutes completing stage 1
- 90 minutes completing stage 2
- 20 minutes completing stage 3
- 85 minutes completing stage 4
- 20 minutes completing stage 5

The time suggested for each task takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for this assessment. Centres can, however, amend the suggested time available for each task.

### Resources

Candidates must have access to the candidate assessment pack and any necessary resources, as specified in the detailed task tables within the candidate pack.

<b>Permitted</b>	Candidates have access to resources and/or preparatory notes as directed by the brief or unit guidance.  Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.  Centres should refer to specifications or subject-specific guidance.
------------------	---

Where the level of control is permitted, resources are limited as follows:

<b>Task:</b>	<b>Resources permitted:</b>
Stages 1-4	When undertaking the historical enquiry, learners must be provided with clean copies of the items within the assessment pack.  Classwork/notes for the unit.  Once the assessment has started centres must keep all classwork/notes securely stored in the centre.  Learners are not permitted to bring new or additional classwork/notes into the assessment once it has started.

## Collaboration

Group work is **not** allowed. Candidates must complete all tasks individually.

## Supervision

Candidates must be supervised by an assessor whilst completing the activities. Centres must have in place systems to ensure candidates cannot access evidence they have been developing outside of supervised activities.

Type	Description
<b>Direct</b>	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none"><li>• all candidates are within direct sight of the supervisor throughout the session(s)</li><li>• display materials which might provide assistance are removed or covered</li><li>• there is no access to e-mail, the internet or mobile phones</li><li>• candidates complete their work independently</li><li>• interaction with other candidates does not occur</li><li>• no assistance of any description is provided.</li><li>• candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</li></ul> <p>Where direct supervision is specified, the centre must ensure that the JCQ No Mobile Phone poster and JCQ Warning to Candidates is displayed.</p>

## Authentication

Supervision must be in place to ensure the authenticity of evidence produced for summative assessment.

You should not provide input or guidance to candidates during the assessment time. This includes providing formative feedback on the evidence being produced. You can provide guidance on the requirements of the task and remind candidates of the mark bands and how they can be interpreted.

Candidates can review and redraft evidence independently within the time controls for the assessment.

Candidates must sign the declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in this assessment.

Centres must provide an example assessment pack with the fifteen items made available to learners for the historical enquiry (one per centre).

## **Candidate evidence**

The acceptable formats for evidence of each of the tasks is summarised in the task tables. Any modified assessment must enable the candidate to generate the evidence required in this table.

## **Marking the assessment**

The marking scheme for this assessment are included in the candidate pack.

All marking of evidence must be made against the marking scheme provided. Evidence marked must comply with any requirements set out in the assessment pack.

Written evidence must be annotated to show how it relates to the mark band requirements.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- assessment is conducted under the controls specified in the task table
- they are clear about the requirements of the assessment and marking scheme prior to commencing assessment
- evidence presented for assessment is valid, authentic; reliable and credible
- assessment decisions are accurately recorded
- evidence is appropriately annotated
- judgements are only made against the mark band statements

A mark record sheet must be completed for each candidate.

## **Further information**

You should refer the JCQ Instructions for conducting non-examination assessment for further information on managing assessment within our GCSE qualifications.

## Candidate Mark Record Sheet: Unit 4

<b>Centre No:</b>									<b>Centre Name:</b>	
<b>Candidate No:</b>									<b>Candidate Name:</b>	
<b>Unit Title:</b>										
<b>Option studied for Unit 1:</b>										

Task	Mark Awarded
Stage 1	/10
Stage 2	/25
Stage 3	/5
Stage 4	/30
Stage 5	/10
<b>Total Mark</b>	<b>/80</b>

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate. The candidate has clearly referenced any sources and any AI tools used in the work. I understand that false declaration is a form of malpractice

<b>Assessor Signature</b>	
<b>Name (printed)</b>	
<b>Date</b>	/ /20



# WJEC History

## Candidate Assessment Pack

### Unit 4: A changing society (3130U4)

## About this pack: information and instructions for candidates

This candidate assessment pack is for candidates completing Unit 4- A changing society.

Within this pack, you will find:

- your assignment
- a detailed breakdown of each task, the evidence requirements, and the conditions (controls) under which the task is to be completed
- information for candidates, which tells you about things that you must and must not do when you are completing the assessment
- the mark scheme which will be used to assess your work
- a Declaration Form
- a Time Record sheet.

**You will have 4 hours 15 minutes in total to complete this assessment.** It could be completed in one sitting, or in multiple, shorter sessions. You should spend approximately:

- 40 minutes completing stage 1
- 90 minutes completing stage 2
- 20 minutes completing stage 3
- 85 minutes completing stage 4
- 20 minutes completing stage 5

You will be supervised throughout the assessment.

Your teacher is allowed to help you to understand the assessment requirements briefs and the stages, but there are rules about the kind of help and how much they can give you. You should speak to your teacher if you have any questions about what you are and are not allowed to do as you are completing the tasks, as they will know how much help they are allowed to give you.

It is important that you work independently from other candidates and the work produced should be your own unaided work. You and your teacher will be required to sign a declaration that all work presented is your own work.

You are advised to check your work carefully to make sure that it is accurate and correct.

**You must not discuss or share any details of the brief until after 5 May 202X.**

**Assessment:** A five-stage historical enquiry, providing an understanding of change across a period of c.75-c.100 years

You will study a continuous period of 75 to 100 years, covering **nine themes** through nine separate historical topics in order to understand a period of change in society.

You are required to undertake a historical enquiry, providing an understanding of change across a period of c.75-c.100 years. You will receive two set themes when you start the assessment and will select one of three set questions to address these themes.

Stage 1: Select the question, review the evidence and form a hypothesis

Stage 2: Review and critically analyse the evidence (items)

Stage 3: Plan the response

Stage 4: Develop the response

Stage 5: Critically reflect on the process you have undertaken and the conclusion you have reached

The assignment will be marked out of a total of 80 marks.

## Stages

	Stage	Evidence	Controls
1	<p><b>Select the question, review the evidence and form a hypothesis.</b></p> <p>Select one of the three questions and review the available evidence (items). Based on your understanding of the period, form a hypothesis in response to the set question.</p> <p>[10 marks]</p>	Written response.	<p>Supervision: Direct supervision</p> <p>Guidance: Not permitted</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• clean copies of the items within the assessment pack.</li> <li>• Classwork/notes for the unit.</li> </ul> <p>Collaboration: Not permitted</p>
You should spend approximately 40 minutes completing this stage.			
2	<p><b>Review and critically analyse the evidence (items)</b></p> <p>Considering the hypothesis you have put together, complete the following steps:</p> <ul style="list-style-type: none"> <li>• Briefly review the 15 items provided as historical evidence</li> <li>• <b>Select six</b> of these items and briefly explain why you have chosen them, and not the other nine. The items selected should constitute a range of evidence to test and justify your hypothesis (include at least one source and one historical interpretation)</li> <li>• Using your knowledge and understanding and considering the set question, analyse and evaluate the six items you have chosen. Consider both their content and attributions.</li> </ul> <p>[25 marks]</p>	<p>A written response explaining your selection of items.</p> <p>A written evaluation and analysis of each selected item.</p>	<p>Supervision: Direct supervision</p> <p>Guidance: Not permitted</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• clean copies of the items within the assessment pack.</li> <li>• Classwork/notes for the unit.</li> </ul> <p>Collaboration: Not permitted</p>
You should spend approximately 1 hour 30 minutes completing this stage.			
3	<p><b>Plan the response</b></p> <p>You should now provide a clear plan to the response.</p> <p>Your plan should <b>outline the structure</b> of your response, considering:</p> <ul style="list-style-type: none"> <li>• the question and the initial hypothesis (completed in Stage 1)</li> <li>• the use of your selected items (selected in Stage 2).</li> </ul> <p>[5 marks]</p>	Clear plan.	<p>Supervision: Direct supervision</p> <p>Guidance: Not permitted</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• clean copies of the items within the assessment pack.</li> <li>• Classwork/notes for the unit.</li> </ul> <p>Collaboration: Not permitted</p>

You should spend approximately 20 minutes completing this stage.

4	<p><b>Develop the response</b> Answer the question.</p> <p>The recommended maximum word count for this activity is 1500 words. [30 marks]</p>	<p>Response to question can be in continuous text (full sentences and paragraphs), a presentation (PowerPoint etc.), a podcast or in another appropriate way.</p>	<p>Supervision: Direct supervision Guidance: Not permitted Resources:  <ul style="list-style-type: none"> <li>• clean copies of the items within the assessment pack.</li> <li>• Classwork/notes for the unit.</li> </ul> Collaboration: Not permitted</p>
---	---	---	--

You should spend approximately 1 hour 25 minutes completing this stage.

**Once you have completed this stage and moved on to stage 5, you may review, but should not edit stages 1 to 4.**

5	<p><b>Critical reflection</b> Reflect on your performance in the task considering a range of <b>strengths</b> and <b>weaknesses</b>.</p> <ul style="list-style-type: none"> <li>• This must be specific to the work that you have completed on this task.</li> <li>• You should consider what went well and offer suggestions on what aspects you would do differently to more effectively answer the set question.</li> <li>• The recommended maximum word count for this activity is 300 words.</li> </ul> <p>[10 marks]</p>	<p>Written response.</p>	<p>Supervision: Direct supervision Guidance: Not permitted Resources:  <ul style="list-style-type: none"> <li>• clean copies of the items within the assessment pack.</li> <li>• Classwork/notes for the unit.</li> </ul> Collaboration: Not permitted</p>
---	--	--------------------------	--

You should spend approximately 20 minutes completing this stage.

\*Questions on next page

# Set questions for the historical enquiry

Of the nine themes covered in this unit, two themes will be selected by WJEC as the focus of the enquiry. These will be set by WJEC and will change annually.

Learners will then select one from three set questions, which will remain the same for the lifetime of the qualification.

## Questions

Assess the significance of *[set theme 1]* and *[set theme 2]* within the period from \_\_\_\_ to \_\_\_\_ to a historian studying historical cause and consequence across that period.

In your response you must use:

- your understanding of the period you have studied
- your understanding of the geographical area you have studied
- a range of source and interpretative material.

Or

Assess the significance of *[set theme 1]* and *[set theme 2]* within the period from \_\_\_\_ to \_\_\_\_ to a historian studying continuity and change across that period.

In your response you must use:

- your understanding of the period you have studied
- your understanding of the geographical area you have studied
- a range of source and interpretative material.

Or

Assess the significance of *[set theme 1]* and *[set theme 2]* within the period from \_\_\_\_ to \_\_\_\_ to a historian studying similarity and difference across that period.

In your response you must use:

- your understanding of the period you have studied
- your understanding of the geographical area you have studied
- a range of source and interpretative material.

## Example of an assessment

In this example, the themes set by WJEC are **CULTURE** and **ETHNICITY**.

In this example, the historical period selected by the Centre is: **The impact of the Norman Conquest on the island of Great Britain c. 1060–c.1153**

Introduction to the task

During your studies for Unit 4 you have covered **nine themes** on the impact of the Norman Conquest on the island of Great Britain between c.1060 and c.1153. These nine themes have been taught through nine historical topics. The themes and topics are as follows:

### **International relations**

The Anglo-Saxon succession

### **Equality and inequality**

The Feudal System

### **Peace and conflict**

Anglo-Saxon resistance to Norman rule, 1067–1070

### **Culture**

The development of castles

### **Ethnicity**

Jewish settlement after the Norman Conquest

### **Religion**

Archbishop Lanfranc and Christianity in the British Isles, 1070–1089

### **Social and economic issues**

Domesday Book

### **Politics**

Henry I and the Charter of Liberties, 1100

### **Sex, sexuality and gender**

Empress Matilda and the Anarchy

## The Questions

When selecting your question, remember that you must use the following in your response:

- your understanding of the period between c.1060 and c.1153
- your understanding of the nature of England at this time
- a range of source and interpretative material from the following selection. You must use six items, and these can be drawn from any section you think relevant to your response.

Select and annotate **one** of the following questions:

Assess the significance of **culture and ethnicity** within the period from **c.1060 to c.1153** to a historian studying historical cause and consequence across that period.

Or

Assess the significance of **culture and ethnicity** within the period from **c.1060 to c.1153** to a historian studying continuity and change across that period.

Or

Assess the significance of **culture and ethnicity** within the period from **c.1060 to c.1153** to a historian studying similarity and difference across that period.

## The items

Example pack by WJEC – for the live assessment this pack will be created by the centre.

### Item A

### International relations

Adapted from a blog entry entitled “The death of Edward the Confessor and the conflicting claims to the English Crown” on the website of the British Government (2016).

Edward was the eldest son of King Æthelred (‘the Unready’) from his second marriage to Emma, the sister of Duke Richard II of Normandy. This marriage had been arranged as part of Æthelred’s attempts to improve English relations with Normandy. But Æthelred had sons from his first marriage to Ælfgifu of York, and when he died in 1016, there was a struggle for the throne between his eldest surviving son, Edmund Ironside, and Cnut the Great of Denmark. However, within months, Edmund too died, and Cnut succeeded to the kingdom of England.

At Cnut’s death, another succession dispute broke out between the sons of Cnut’s first wife, Ælfgifu of Northampton, and those of his second wife, Æthelred’s widow, Emma. In that dispute, Edward’s brother, Alfred, was murdered, perhaps at the instigation of Emma. Only after seven long years did Edward eventually succeed to the kingdom of England in 1042, putting the line of Wessex back on the English throne.

### Item B

### Equality and Inequality

A medieval illustration of serfs harvesting wheat with reaping-hooks or sickles under the supervision of a reeve [a senior official with local responsibilities] (c. 1310)



## Item C

## Peace and conflict

An account of the resistance to Norman rule by the English Monk and Historian, Orderic Vitalis, in his chronicle *Historia Ecclesiastica* [History of the Church] (1141).

The fortifications called castles by the Normans were scarcely known in England and so the English – in spite of that courage and love of fighting – could put up only weak resistance to their enemies.

## Item D

## Culture

A description of the building of square-keep castles in the textbook *The Medieval Realms* (1991)

Motte and bailey castles had weaknesses. They were built out of wood, which rotted easily and could be set on fire by enemy soldiers. They were also cramped, drafty and uncomfortable. Since the beginning of the conquest the Normans had built some important castles, like the White Tower in London, out of stone. After 1100, many more stone castles were built, and they were usually square in shape

## Item E

## Culture

A twenty-first-century reconstructed view of the Tower of London, a Norman Castle surrounded by Roman Walls. This is how the Tower was believed to have looked c.1100



## Item F

## Culture

A twenty-first-century photograph of Chepstow Castle on the cliffs above the River Wye in Monmouthshire. Building of the castle began in 1067. Chepstow was the most southern of the castles built across the marches as a Norman defence against attacks from the Welsh.



## Item G

## Culture

From “The Second Continuation” of the *Peterborough Chronicle* (1132–1154).

**1137** When King Stephen came to England, he held his council at Oxford. There he seized Bishop Roger of Salisbury, Bishop Alexander of Lincoln, and his nephew Roger the chancellor, and threw them all into prison until they gave up their castles. But when the nobles who supported Matilda understood that Stephen was a mild man – soft and good – who did not execute [inflict] harsh justice they became forgetful of their pledge to him. These nobles filled the land with castles and cruelly oppressed the wretched men of the land with castle building. When the castles were made, they filled them with devils and evil men. They took anyone who they thought had riches and threw them into prison for their gold and silver.

Never were any martyrs tortured as they were: some were hung by the feet and smoked with foul smoke, some were hung by their thumbs, others by their head, with coats of mail hung on their feet. They tied knotted strings about their heads and twisted them till they went to their brains. They threw them into dungeons that had snakes and toads and killed them that way. Some they placed in a chest that was short, narrow and shallow, and put sharp stones in and crushed the man inside and broke all his limbs. In many of the castles were heavy shackles – fetters and nooses – that were so heavy two or three men could barely carry one. They were fastened to a beam; and a sharp iron was placed around the man's throat and neck, so that he could turn in no direction. He could not sit, not lie, not sleep, just bear all that weight. Many thousands they killed with hunger.

I cannot tell all the horrors and all the pains inflicted on the wretched men in this land, and this lasted for nineteen winters while Stephen was king, and ever it grew worse and worse.

**Item H****Ethnicity**

Adapted from an article entitled “England’s Jewish Population” introducing visitors to Clifford’s Tower, York on the English Heritage website (early twenty-first century)

After the Norman Conquest of 1066, a number of Jews came to England from Rouen in France. The early Norman kings needed to borrow money to build castles and secure their kingdom, but money-lending was forbidden to Christians. It was, however, permitted to Jews. These French-speaking Jews were protected by the Crown, and in time established communities in most of the principal cities of England. In the later twelfth century, members of the Jewish community in Lincoln settled in York.

However, there was growing hostility towards the Jewish population in England. This was in part due to public disagreements in theology between Jewish scholars and Christian churchmen. In the mid-twelfth century several vicious stories were spread accusing Jews of murdering Christian children. Such slanders, now known as the ‘Blood Libel’, strengthened anti-Semitic sentiment in England.

**Item I****Ethnicity**

Extracts from the *Great Roll of the Pipe* [the financial records of the Exchequer or Treasury] for the fifth year of the reign of King Henry II, 1158–1159. The amounts contributed by each Jewish community to the tax (donum) levied in c. 1159 shows the location of these settlements. Please note that:

Shilling = 12 pence

Mark = 13 shillings and 4 pence (160 pence)

Pound = 20 shillings (240 pence)

Northamptonshire	The same sheriff renders a calculation of 15 pounds of the Jews of Northamptonshire.
London and Middlesex	The same sheriff makes a calculation of 200 marks per Jew.
Worcestershire	The same sheriff makes a calculation of 2 marks per Jew.
Oxfordshire	The same sheriff makes a calculation of 20 marks per Jew
Gloucestershire	The same sheriff makes a calculation of 5 marks of the Jews.
Lincolnshire	The same sheriff makes a calculation of 40 pounds per Jew.
Norwich	The same sheriff makes a sum of 43 pounds and 6 shillings and 8 pence of Norwich Jews.

Adapted from an account of the alleged killing by Jews of William of Norwich, a twelve-year-old apprentice in Norwich in 1144. The account was written by the monk, Thomas of Monmouth, in his biography *The Life and Miracles of St William of Norwich*, sometime between 1149 and 1172.

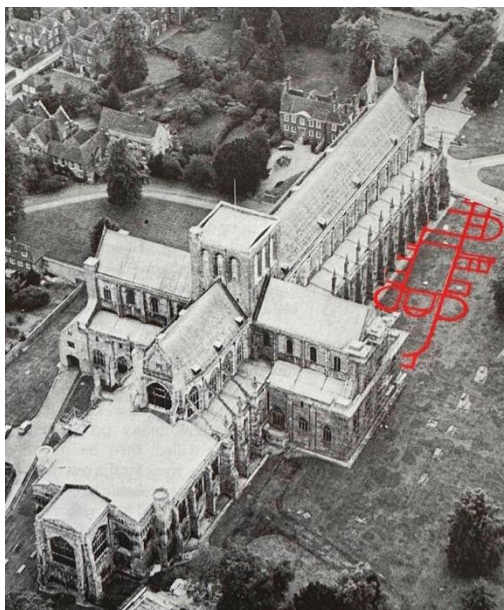
On the day of the Passover, after the singing of the hymns in the synagogue, the chiefs of the Jews assembled in the House of the Jew where the boy William was. Suddenly, they seized hold of the boy as he was having his dinner and treated him in various horrible ways. For a while some of them held him behind, others opened his mouth and introduced an instrument of torture which is called a teazle, and, fixing it by straps through both jaws to the back of his neck, they fastened it with a knot as tightly as it could be drawn. After that, taking a short piece of rope of about the thickness of one's little finger and tying three knots in it at certain distances marked out, they bound the rope round that innocent head, forcing the middle knot into his forehead and the two others into his temples. They stretched the two ends of the rope at the back of his head and fastened in a very tight knot. The ends of the rope were then passed round his neck and carried round his throat and his chin, and there they finished off this dreadful engine of torture in a fifth knot ...

Having shaved his head, they stabbed it with countless thorn points, and made the blood come horribly from the wounds they made ... Some of those present adjudged him to be fixed to a cross in mockery of the Lord's passion, as though they would say "Even as we condemned the Christ to a shameful death so let us condemn the Christian".

A late-medieval woodcut entitled “Guilhelmus puer crucifixus” [the boy William is crucified] from the workshop of the German artist Michel Wolgemut, in the Nuremberg Chronicle (c.1493). It depicts the alleged crucifixion of William of Norwich by Jews.



An aerial view of Winchester Cathedral, founded in 1079. In red is the original Saxon church on which it was sited.



## Item M

## Society and economy

A *BBC Bitesize* video explaining why William needed Domesday Book (early twenty-first century)

How successful William's conquest of England had been was revealed in a survey, conducted in 1086.

With the constant threat of rebellion, he needed to know how much tax he could raise to fund an army. Norman commissioners held public inquests in towns and villages right across England. They questioned who held the land now, and who had owned it in 1066. They wanted to know everything, from how many freemen and slaves there were, to how many ploughs and pigs.

The English people called it the Domesday Book, the day of judgment. It revealed William possessed about 20% of the wealth of England, his barons 50%, and the Church had 25%. The surviving English nobles had a meagre 5%.

The Anglo-Saxons had been totally overpowered. William had conquered, and secured the power of England, and the Normans had completely taken over.

## Item N

## Politics

Clause 1 of the Charter of Liberties of Henry I (1100)

1. Know that by the mercy of God and the common counsel of the barons of the whole kingdom of England I have been crowned king of said kingdom; and because the kingdom had been oppressed by unjust exactions [unfair taxes], I, through fear of God and the love which I have toward you all, in the first place make the Holy Church of God free, so that I will neither sell nor put to farm, nor on the death of archbishop or bishop or abbot will I take anything from the Church's demesne [estate] or from its men until the successor shall enter it. And I take away all the evil customs by which the kingdom of England was unjustly oppressed.

## Item O

## Sex, sexuality and gender

An extract from a book by the popular historian Phillipa Gregory on the role of women in History entitled *Normal Women: 900 years of making History* (2023)

[The Empress] Matilda was the first Norman woman to inherit the English throne, and forced be the first queen militant – raising her own army and leading it into battle for two years of skirmishes, until her victory at the Battle of Lincoln in 1141. She imprisoned the pretender Stephen and ignored a demand from his wife, Queen Matilda of Boulogne. Matilda of Boulogne then raised her own army to plunder the country around London, persuading Londoners to ally with her against the empress, who moved her forces to Winchester and besieged the bishop's castle. Matilda of Boulogne pursued Empress Matilda and defeated her. For six years Empress Matilda led her own troops, her own vassals and knights, and paid mercenaries to follow her into battle. Eventually Steven acknowledged his defeat and made peace, but even then he did not hand over the throne. He named Matilda's son as heir, and the boy became Henry II.

## Information for candidates

The following information has been taken from the [JCQ Information for candidates – non-examination assessments](#) and the [JCQ Artificial Intelligence \(AI\) Use in Assessments: Protecting the Integrity of Qualifications](#). This tells you about things that you **must** and **must not** do when you are completing your assessment. If there is anything that you do not understand, you **must** ask your teacher.

### Preparing your work

- When you submit your work and sign your candidate declaration form, you need to ensure that your final product reflects your own independent work and isn't copied or paraphrased from another source such as an AI tool.
- If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.
- If you worked as part of a group on a task, you **must** each write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained, and you **must** independently draw your own conclusions from the data.
- Take care of your work and keep it safe. **Do not** leave it lying around where your classmates can find it or share it with anyone, including posting it on social media. You **must** always keep your work secure and confidential whilst you are preparing it; **do not** share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.
- **Do not** be tempted to use pre-prepared online solutions (such as those produced by AI tools and chatbots) – this is cheating. Electronic tools used by WJEC can detect this sort of copying.
- You **must not** write inappropriate, offensive or obscene material.

### Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.** Don't think you won't be caught; there are many ways to detect plagiarism:

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists – they may have read the source you are using, or even marked the work you have copied from!
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

### Penalties for breaking the regulations

If it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks
- you will be disqualified from that unit for the assessment series in question
- you will be disqualified from the whole subject for that assessment series
- you will be disqualified from all subjects and barred from entering again for a period of time.

WJEC will decide which penalty is appropriate.

**Remember – it's your qualification so it needs to be your own work.**

## Unit 4 Mark scheme

Stage 1 – Select the question, review the evidence and form a hypothesis		
Band	AO2	AO4
5	<b>5 marks</b> <ul style="list-style-type: none"> <li>Precise, convincing and accurate application of knowledge and understanding to address the historical concept in the set question.</li> </ul>	
4	<b>4 marks</b> <ul style="list-style-type: none"> <li>Clear and mainly accurate application of knowledge and understanding to address the historical concept in the set question.</li> </ul>	
3	<b>3 marks</b> <ul style="list-style-type: none"> <li>Inconsistent application of knowledge and understanding to address the historical concept in the set question. There is some accuracy.</li> </ul>	<b>4–5 marks</b> <ul style="list-style-type: none"> <li>The hypothesis convincingly and concisely responds to the chosen question.</li> </ul>
2	<b>2 marks</b> <ul style="list-style-type: none"> <li>Limited application of knowledge and understanding to address the historical concept in the set question.</li> </ul>	<b>2–3 marks</b> <ul style="list-style-type: none"> <li>The hypothesis provided is inconsistent.</li> </ul>
1	<b>1 mark</b> <ul style="list-style-type: none"> <li>Minimal application of knowledge to address the historical concept in the set question.</li> </ul>	<b>1 mark</b> <ul style="list-style-type: none"> <li>The hypothesis provided is misleading.</li> </ul>
0	<b>0 marks</b> <ul style="list-style-type: none"> <li>No response attempted or nothing worthy of credit.</li> </ul>	

Stage 2 – Review and critically analyse evidence			
Band	AO2	AO3	AO4
5	<b>5 marks</b> <ul style="list-style-type: none"> <li>Precise, convincing and accurate application of knowledge and understanding to address the historical concept in the set question.</li> </ul>	<b>9–10 marks</b> <ul style="list-style-type: none"> <li>Precise, convincing and accurate analysis and evaluation of the items linked to the set question.</li> <li>Valid judgement reached with comprehensive support.</li> <li>Answer expressed clearly in continuous text.</li> </ul>	<b>9–10 marks</b> <ul style="list-style-type: none"> <li>A comprehensive range of items selected for the enquiry.</li> <li>A precise and convincing rationale given for the selection made.</li> </ul>
4	<b>4 marks</b> <ul style="list-style-type: none"> <li>Clear and mainly accurate application of knowledge and understanding to address the historical concept in the set question.</li> </ul>	<b>7–8 marks</b> <ul style="list-style-type: none"> <li>Clear and mainly accurate analysis and evaluation of the items linked to the set question.</li> <li>Valid judgement reached with a good level of support.</li> <li>Answer expressed in continuous text.</li> </ul>	<b>7–8 marks</b> <ul style="list-style-type: none"> <li>A good range of items selected for the enquiry.</li> <li>A clear and mainly convincing rationale given for the selection made.</li> </ul>
3	<b>3 marks</b> <ul style="list-style-type: none"> <li>Inconsistent application of knowledge and understanding to address the historical concept in the set question. There is some accuracy.</li> </ul>	<b>5–6 marks</b> <ul style="list-style-type: none"> <li>Inconsistent analysis and evaluation of the items linked to the set question, with some accuracy.</li> <li>Inconsistent judgement reached with some support.</li> </ul>	<b>5–6 marks</b> <ul style="list-style-type: none"> <li>A satisfactory range of items selected for the enquiry.</li> <li>An inconsistent and/or implicit rationale given for the selection made.</li> </ul>
2	<b>2 marks</b> <ul style="list-style-type: none"> <li>Limited application of knowledge and understanding to address the historical concept in the set question.</li> </ul>	<b>3–4 marks</b> <ul style="list-style-type: none"> <li>Limited analysis and evaluation of the items.</li> <li>Incomplete judgement reached with limited support.</li> </ul>	<b>3–4 marks</b> <ul style="list-style-type: none"> <li>A limited range of items selected for the enquiry.</li> <li>A limited rationale given for the selection made.</li> </ul>

1	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Minimal application of knowledge to address the historical concept in the set question.</li> </ul>	<p><b>1–2 marks</b></p> <ul style="list-style-type: none"> <li>Minimal analysis and evaluation of the items.</li> <li>Superficial judgement reached.</li> </ul>	<p><b>1–2 marks</b></p> <ul style="list-style-type: none"> <li>A minimal range of items selected for the enquiry.</li> <li>A minimal rationale given for the selection made.</li> </ul>
0	<p><b>0 marks</b></p> <ul style="list-style-type: none"> <li>No response attempted or nothing worthy of credit.</li> </ul>		

Stage 3 – Plan the response	
Band	A04
3	<p><b>4-5 marks</b></p> <ul style="list-style-type: none"> <li>The plan is convincing and concise and makes explicit references to how the items will be used.</li> </ul>
2	<p><b>2-3 marks</b></p> <ul style="list-style-type: none"> <li>The plan is inconsistent and there are implicit references to how the items will be used.</li> </ul>
1	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>There are references to the items, but it is unclear how these will be used to contribute to the argument.</li> </ul>
0	<p><b>0 marks</b></p> <ul style="list-style-type: none"> <li>No response attempted or nothing worthy of credit.</li> </ul>

Stage 4 – Develop the response			
Band	AO2	AO3	AO4
5	<b>9–10 marks</b> <ul style="list-style-type: none"> <li>Precise, convincing and accurate application of knowledge and understanding to address the historical concept in the set question.</li> </ul>	<b>9–10 marks</b> <ul style="list-style-type: none"> <li>Precise, convincing and accurate analysis and evaluation of the items linked to the set question.</li> <li>Valid judgement reached with comprehensive support.</li> <li>Answer expressed clearly in continuous text.</li> </ul>	<b>9–10 marks</b> <ul style="list-style-type: none"> <li>A coherent and convincingly structured response that draws together the learner's understanding of the topic and their use of the items.</li> </ul>
4	<b>7–8 marks</b> <ul style="list-style-type: none"> <li>Clear and mainly accurate application of knowledge and understanding to address the historical concept in the set question.</li> </ul>	<b>7–8 marks</b> <ul style="list-style-type: none"> <li>Clear and mainly accurate analysis and evaluation of the items linked to the set question.</li> <li>Valid judgement reached with a good level of support.</li> <li>Answer expressed in continuous text.</li> </ul>	<b>7–8 marks</b> <ul style="list-style-type: none"> <li>A clearly structured response that draws together the learner's understanding of the topic and their use of the items.</li> </ul>
3	<b>5–6 marks</b> <ul style="list-style-type: none"> <li>Inconsistent application of knowledge and understanding to address the historical concept in the set question. There is some accuracy.</li> </ul>	<b>5–6 marks</b> <ul style="list-style-type: none"> <li>Inconsistent analysis and evaluation of the items linked to the set question, with some accuracy.</li> <li>Inconsistent judgement reached with some support.</li> </ul>	<b>5–6 marks</b> <ul style="list-style-type: none"> <li>The structure of the response is satisfactory and implicitly demonstrates understanding of the topic. There is some attempt to integrate the items in an argument.</li> </ul>
2	<b>3–4 marks</b> <ul style="list-style-type: none"> <li>Limited application of knowledge and understanding to address the historical concept in the set question.</li> </ul>	<b>3–4 marks</b> <ul style="list-style-type: none"> <li>Limited analysis and evaluation of the items.</li> <li>Incomplete judgement reached with limited support.</li> </ul>	<b>3–4 marks</b> <ul style="list-style-type: none"> <li>A poorly structured response demonstrating a limited understanding of the topic. The use of the items is superficial.</li> </ul>

<b>1</b>	<b>1–2 marks</b> <ul style="list-style-type: none"> <li>Minimal application of knowledge to address the historical concept in the set question.</li> </ul>	<b>1–2 marks</b> <ul style="list-style-type: none"> <li>Minimal analysis and evaluation of the items.</li> <li>Superficial judgement reached.</li> </ul>	<b>1–2 marks</b> <ul style="list-style-type: none"> <li>Unstructured, narrative response, demonstrating a minimal understanding of the topic.</li> </ul>
<b>0</b>	<b>0 marks</b> No response attempted or nothing worthy of credit.		

Stage 5 – Critical reflection	
Band	AO4
5	<p><b>9–10 marks</b></p> <ul style="list-style-type: none"> <li>Strengths <b>and</b> weaknesses have been identified (at least <b>three</b> in total) in relation to the <b>specific question</b>.</li> <li>An <b>appropriate and convincing</b> suggestion has been offered on what aspects would be done differently to more effectively answer the set question.</li> </ul>
4	<p><b>7–8 marks</b></p> <ul style="list-style-type: none"> <li>One strength <b>and</b> one weakness has been identified in relation to the <b>specific question</b>.</li> <li>An <b>appropriate and clear</b> suggestion has been offered on what aspects would be done differently to more effectively answer the set question.</li> </ul>
3	<p><b>5–6 marks</b></p> <ul style="list-style-type: none"> <li>Strengths <b>or</b> weaknesses have been identified in relation to the <b>specific question</b>.</li> <li>An <b>appropriate</b> suggestion has been offered on what aspects would be done differently to more effectively answer the set question.</li> </ul>
2	<p><b>3–4 marks</b></p> <ul style="list-style-type: none"> <li>Strengths <b>or</b> weaknesses have been identified but these are <b>generalised</b>.</li> <li>A suggestion has been offered but it is <b>not specific</b> to how it would more effectively answer the set question.</li> </ul>
1	<p><b>1–2 marks</b></p> <ul style="list-style-type: none"> <li>A strength <b>or</b> a weakness has been identified but it is <b>generalised</b>.</li> <li>No suggestion has been made on what aspects would be done differently to more effectively answer the set question.</li> </ul>
0	<p><b>0 marks</b></p> <ul style="list-style-type: none"> <li>No response attempted or nothing worthy of credit.</li> </ul>

**0 marks will be awarded if there is no evidence or submitted work is not worthy of credit.**

## Copyright

Items used within this resource are used for educational (non-commercial) purposes only, to facilitate learning and for critical analysis. A form of acknowledgement has been provided to all items. To the best of our knowledge, all items are being used in compliance with the Fair Use Policy; if there are omissions or inaccuracies, please inform us so that any necessary corrections can be made. [Qualificationdevelopment@wjec.co.uk](mailto:Qualificationdevelopment@wjec.co.uk)

SAMPLE

## Candidate Declaration Form

You must complete Part A and Part B of this form

Centre No:									Centre Name:	
Candidate No:									Candidate Name:	
Unit Title:										

### Part A: Candidate Declaration

<b>References:</b> Give details of the exact source of any non-original material used in the assignment.	<b>List of software packages/AI tools/chatbots<sup>1</sup>:</b> Give brief details of how these have been used in the assignment.

### Authentication Declaration

I declare that my work was completed independently and without any assistance beyond that which was permitted. All work is my own, except for any non-original material clearly credited above. This work has not been submitted for any other qualification. I have clearly referenced any sources and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice.

Candidate Signature:	Date:
----------------------	-------

<sup>1</sup> Where you have used AI tools as a source of information, you must show the name of the AI source used and the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023. You must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a noneditable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with your work, so your teacher/assessor is able to review the work, the AI-generated content and how it has been used.

## Candidate Time Record Sheet

<b>Centre No:</b>									<b>Centre Name:</b>	
<b>Candidate No:</b>									<b>Candidate Name:</b>	
<b>Unit Title:</b>										

The timed, supervised hours took place as follows:

Tasks	Dates			Time	
	DD	MM	YY	Hour	Minutes
<b>Total</b>					

I certify that this is a true account of time spent on this assessment.

Assessor Name:

Assessor Signature:

Date:

**End of Candidate Assessment Pack**