



GCE MARK SCHEME

SUMMER 2017

HISTORY - UNIT 1
PERIOD STUDY 2

GOVERNMENT, REVOLUTION AND SOCIETY IN
WALES AND ENGLAND, c. 1603-1715

2100UB0-1

INTRODUCTION

This marking scheme was used by WJEC for the 2017 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.

UNIT 1
PERIOD STUDY 2
GOVERNMENT, REVOLUTION AND SOCIETY IN WALES AND ENGLAND, c. 1603-1715
MARK SCHEME
Section A

Marking guidance for examiners

Summary of assessment objectives for Section A

Section A questions assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section A has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

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

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

‘The main cause of tension between James I and Parliament was the promotion of royal favourites.’ Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the promotion of royal favourites was the main cause of tension between James I and Parliament. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the question.

Candidates will offer an analysis and evaluation of the extent to which the promotion of royal favourites was the main cause of tension between James and Parliament. In order to reach a substantiated judgement about this proposition, candidates may argue that the promotion of royal favourites may have been the main cause of tension between James and Parliament. The response might support this proposition by considering issues such as:

- James' use of favourites to rule the kingdom caused mounting tension with Parliament
- the power wielded by Cecil, Carr and Buckingham angered MPs
- the bestowal of titles, land and financial rewards caused resentment in Parliament who had to fund these via subsidies
- the King's protection of royal favourites made them untouchable

Candidates might consider challenging the proposition in the question by arguing that in some respects the promotion of royal favourites may not have been the main cause of tension between James and Parliament. The response might consider issues such as:

- the authoritarian nature of James's rule caused tension and anger
- James spent more than he took in in taxes/causing financial problems
- he tried other ways to raise money such as feudal dues and blackmailing Parliament
- his foreign policy was more interventionist than that of his predecessor
- the cost of his foreign policy and attempt to attract foreign princess for his son led to tension
- differences in religion became more pronounced as the reign progressed.
- religious differences were never resolved but set aside for his successor to deal with

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the promotion of royal favourites was the main cause of tension between James I and Parliament.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

To what extent was religion mainly responsible for the tensions between the Crown and Parliament in the period 1660-1689?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which religion was mainly responsible for the tensions between the Crown and Parliament in the period 1660-1689. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the question.

Candidates will offer an analysis and evaluation of the extent to which religion was mainly responsible for the tensions between the Crown and Parliament in the period 1660-1689. In order to reach a substantiated judgement about this proposition, candidates may argue that religion was largely responsible for the tensions between the Crown and Parliament in the period 1660-1689. The response might support this proposition by considering issues such as:

- failure of Charles II to heal the religious differences
- Charles II's suspected sympathy for Catholicism
- persecution of non-conformists
- restoration of the power of the Anglican Church caused friction with dissenting sects
- fear of James II's Catholicism led Protestant opponents to plot his downfall

Candidates might consider challenging the proposition in the question by arguing that in some respects religion was but one among a number of other factors that contributed to the tensions between the Crown and Parliament in this period. The response might consider issues such as:

- Charles II and James II relied on a small group of favourites/advisers
- the Crown failed to establish an inclusive government, talented ministers were discarded
- the Crown attempted to increase its power by limiting parliament's authority
- Parliament was determined to maintain limits on royal power
- financial problems added to the sense of instability
- involvement of James's sister Mary and her husband William of Orange in plans to replace the monarch
- pressure exerted by foreign nations such as France to influence politics in England

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which religion was mainly responsible for the tensions between the Crown and Parliament in the period 1660-1689.

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section B has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

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

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

To what extent was finance mainly responsible for the problems facing governments in the period 1603-1649?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which finance was mainly responsible for the problems facing governments in the period 1603-1649. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the question.

Candidates will offer an analysis and evaluation of the extent to which finance was mainly responsible for the problems facing governments in the period 1603-1649. In order to reach a substantiated judgement about this issue, candidates may argue that finance may have been mainly responsible for the problems facing government in the period 1603-1649. The response might support this proposition by considering issues such as:

- disagreements over the raising of taxes
- excessive royal and government expenditure led to conflict
- revival and exploitation of feudal dues
- Ship Money and the resentment it caused
- foreign policy and wars abroad put pressure on governments

Candidates might consider challenging the proposition in the question by arguing that finance was but one among a number of other problems facing governments. The response might consider alternate factors such as:

- Divine Right and/or the nature of royal power
- the rights and privileges of MPs as undermined by the Crown
- the powers of the government favourites
- religious conflict – Arminianism, Puritanism, Anglicanism, Presbyterianism and Catholicism
- personalities of James I and Charles I led to tension and conflict
- Parliamentary opposition to the Personal Rule outbreak of Civil War
- individual politicians such as Pym and Hampden opposing royal rule
- opposition by radical political groups in the 1640s such as Fifth Monarchists, Diggers, Levellers

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which finance was mainly responsible for the problems facing governments in the period 1603-1649.

INDICATIVE CONTENT FOR QUESTION 4

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree that the development of political factions and parties had the most significant impact on government and politics in Wales and England in the period between 1660 and 1715?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the development of political factions and parties had the most significant impact on government and politics between 1660 and 1715. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the question.

Candidates will offer an analysis and evaluation of the extent to which the development of political factions and parties had the most significant impact on politics and government between 1660 and 1715. In order to reach a substantiated judgement about this issue, candidates may argue that political factions and parties may have had the most significant impact on politics and government between 1660 and 1715. The response might support this proposition by considering issues such as:

- rise of two-party system – Whigs and Tories
- rise of party-political leaders and followers
- development of party political doctrine
- development of party politics enhanced the power and status of parliament as a serious political debating institution

Candidates might consider challenging the proposition in the question by arguing that the development of political factions and parties was but one among a number of other developments that had an impact on government and politics. The response might consider alternate developments such as:

- restoration of the monarchy
- Parliament defining and setting limits on royal power
- establishing powers of Parliament which enhanced its political power
- constitutional reform setting out relationship between Crown and Parliament
- establishing wider civil rights regarding the law and courts – crown could no longer behave in an arbitrary way
- Clarendon Code aimed at enforcing religious conformity with the Church of England. The Acts were the Corporation Act, the Act of Uniformity, the Conventicle Act, and the Five Mile Act
- the CABAL - for the first time in English political history effective power in a royal council was shared by a group of men rather than dominated by a single royal "favourite"
- deposition of James II and accessions of William III and George I changed the nature of British monarchy

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the development of political factions and parties had the most significant impact on government and politics between 1660 and 1715.

ASSESSMENT GRID FOR UNIT 1 (SECTIONS A AND B) QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band 6 CHARACTERISTICS		<i>The response is fully focussed on the exact key concept in the set question, covering the whole of the set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
B6H	30	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing and substantiated judgement covering the whole of the set period.
B6M	28	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a convincing and substantiated judgement covering the whole of the set period.
B6L	26	The response begins to show some characteristics of Band 6
Band 5 CHARACTERISTICS		<i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the set period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
B5H	25	The response clearly engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering most of the set period.
B5M	23	The response engages with the key concept and offers a debate regarding the range of issues arising from the question set throughout most of the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering most of the set period.
B5L	21	The response begins to show some characteristics of Band 5. <i>[This can also be used for good responses that don't cover most of the period set especially in Section B question].</i>
Band 4 CHARACTERISTICS		<i>The response has some focus on the key concept in the set question covering some to most of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
B4H	20	The response will be mainly focussed on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question over most of the set period. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors in relation to the key concept over most of the set period. There may be some listing of developments and a series of mini judgements. There will be a balanced final judgement but there may well be some drift.
B4L	16	The response begins to show some characteristics of Band 4.

Band 3 CHARACTERISTICS		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
B3H	15	The response tends to focus on using a highly structured (<i>mechanistic/formulaic</i>) series of developments, events and/or factors over the period rather than discussing the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - [<i>the yes/no – for and against – essay</i>].
B3M	13	The response tends to be in the form of a generalised, listing of developments, events and/or factors. There may be a weak focus and imbalanced judgement on the key concept in the question set [<i>the yes (or no) imbalanced essay</i>]. Also use if the answers do not deal adequately with the key concept or with any counter arguments or for answers which provide an imbalanced argument.
B3L	11	The response begins to show some characteristics of Band 3. (<i>Use if only the provided factor is discussed in terms of the key concept with no debate</i>).
Band 2 CHARACTERISTICS		<i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i>
B2H	10	The response is a predominantly descriptive account of the developments, events and/or factors of the topic area. There may be a “tagged on” [<i>throwaway / simplistic / bolt-on</i>] judgement referring to the key concept in the set question which is not appropriately supported. Accept an inferred or implied judgement here.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and/or factors related to the topic area. No judgement is attempted here.
B2L	6	The response begins to show some characteristics of Band 2.
Band 1 CHARACTERISTICS		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the topic area.
B1L	3	The response is very brief and/or largely irrelevant to the concept set.
	0	Use for incorrect answers.