



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

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 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.

**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 focussed 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.*

### **To what extent was the Personal Rule the most significant development in government and politics in the period 1625 - 1660?**

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 Personal Rule was the most significant development in government and politics in the period 1625 - 1660. 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 issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the Personal Rule was the most significant development in government and politics in the period 1625 - 1660. In order to reach a substantiated judgement about this issue, candidates may argue that the Personal Rule was without doubt the most significant development in government and politics in this period. The response might support this proposition by considering issues such as:

- The Personal Rule led to the establishment of a royal dictatorship or absolute monarchy
- Parliament was not summoned during what became known as the Eleven Years Tyranny
- The Crown exploited ancient rights to raise money causing anger and opposition
- The king ruled by proclamation and appointed ministers to govern the kingdom
- The period of Personal Rule was fundamental in increasing the tension between Crown and Parliament which was to break out a few years later into open civil war

Candidates might consider challenging the proposition in the question by arguing that in some respects the Personal Rule was but one among a number of significant developments in government and politics in this period which saw huge political change. The response might consider issues such as:

- The issuing of the Petition of Right – setting limits on royal power – and its reception by the Crown
- The Regicide and subsequent establishment of Republican government changed the political landscape in a fundamental and revolutionary way
- The rise and fall of parliamentary authority and influence in the government of the kingdom throughout this period
- Cromwell's adoption of the title and powers of Lord Protector
- The rule of the Major-generals, although short in duration, was a considerable change as a period of direct military rule in the country
- The Restoration of the Monarchy at the end of the period was another major development that seemed to erase much of the turmoil of the previous 15 years

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Personal Rule was the most significant development in government and politics in the period 1625 - 1660.

## 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.*

### **How successful was Charles II in dealing with the challenges that he faced during his reign 1660-1685?**

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 Charles II was successful in dealing with the challenges that he faced during his reign 1660-1685. 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 issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Charles II was successful in dealing with the challenges that faced him during his reign 1660-85. In order to reach a substantiated judgement about this issue, candidates may argue that Charles II was very successful in dealing with the challenges that faced him during his reign. The response might support this proposition by considering issues such as:

- Charles's religious policy was largely successful insofar as it did not lead to serious conflict or rebellion
- Charles enjoyed some success in government which offered continuity and stability
- Charles's foreign policy was successful in that it was consistent and stable
- Charles's kingship was successful because his position, status and rule were never seriously threatened

Candidates might consider challenging the proposition in the question by arguing that in some respects Charles II failed to deal successfully with the challenges that faced him during his reign. The response might consider issues such as:

- The increasingly authoritarian nature of Charles's rule caused tension and anger
- Religious differences were never solved but set aside for his successor to deal with
- Charles's ongoing conflict with parliament was never satisfactorily resolved
- He failed to solve the monarchy's financial difficulties - he spent more than he took in in taxes
- His use of favoured ministers such as Buckingham and Ashley who met in the CABAL to rule the kingdom caused mounting tension with parliament.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Charles II was successful in dealing with the challenges that he faced during his reign 1660-1685.

## 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 focussed 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.*

#### **‘The main cause of tension between the Crown and Parliament in the period 1603 - 1649 was the influence 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 main cause of tension between the Crown and Parliament in the period 1603-1649 was the influence of royal favourites. 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 issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the influence of royal favourites was the main cause of tension between the Crown and Parliament in the period 1603-1649. In order to reach a substantiated judgement about this issue, candidates may argue that the influence of royal favourites may have been mainly responsible for the tension between the Crown and Parliament in the period 1603-1649. The response might support this proposition by considering issues such as:

- The political powers of the royal favourites such as Carr, Cecil, Laud and Buckingham
- The use of royal favourites encouraged individual politicians such as Pym and Hampden to oppose royal rule
- The use of royal favourites was seen as a move towards absolutism
- The failure of royal favourites to co-operate with parliament

Candidates might consider challenging the proposition in the question by arguing that the influence of royal favourites was but one among a number of causes of tension between the Crown and Parliament. The response might consider alternate factors such as:

- Excessive royal expenditure and disagreements over the raising of taxes such as Ship Money led to tension
- Divine Right and/or the nature of royal power was a fundamental cause of tension.
- The rights and privileges of MPs were undermined by a Crown that believed it could act with god-like impunity
- Foreign policy and wars abroad put pressure on the public purse.
- Religious conflict over the period was another growing source of tension
- The personalities of both James I and Charles I led to tension.
- Parliamentary opposition to the Personal Rule was another huge cause of tension and led to Civil War.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the main cause of tension between the Crown and Parliament in the period 1603-1649 was the influence of royal favourites.

## 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 Glorious Revolution had the most significant impact on government and politics in Wales and England in the period 1660 - 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 Glorious Revolution had the most significant impact on government and politics in the period 1660 - 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 issue in the question.

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

- The Glorious Revolution changed the nature of British kingship by altering the constitution and setting out the relationship between Crown and Parliament
- It led to the deposition of a legally crowned king James II
- The accessions of William III and Mary were at the invitation of Parliament
- The Glorious Revolution enhanced the role of parliament and political leaders

Candidates might consider challenging the proposition in the question by arguing that the Glorious Revolution was but one among a number of developments that had a significant impact on government and politics in the period 1660 - 1715. The response might consider alternate factors such as:

- Restoration of the monarchy in 1660 set the political tone for the whole period
- Parliament was now more set on defining and setting limits on royal power and establishing its own powers
- Establishing wider civil rights regarding the law and courts – the crown could no longer behave in an arbitrary way.
- Clarendon Code helped to ensure religious conformity with the Church of England.
- 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".
- Development of party politics in the period after 1689 was a significant change especially in the reign of Queen Anne.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Glorious Revolution had the most significant impact on government and politics in the period 1660 - 1715.



## GENERIC MARK SCHEME UNIT 1

### THIS CAN BE USED WITH BOTH QUESTIONS

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 1 also gives the same break down and descriptors.

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focussed on the exact key concept in the set question, covering the whole of 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.
B6S	27	The response engages with the 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 coherent essay with a convincing and substantiated judgement covering nearly all of the set period.

<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the full 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 engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay. The essay will be analytical, evaluative and well written with a balanced and appropriate judgement covering most or all of the set period.
B5S	23	The response has a focus on debating the key concept 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 some or most of the set period.
B5C	21	The response begins to show some of the characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period]</i>

<b>Band 4 CHARACTERISTICS</b>		<i>The response has some focus on the key concept in the set question covering some to all 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 feature some meaningful discussion of how and why the main developments, events or factors had an impact on the key concept in the set question over some or most of the period set. There will be an attempt at a balanced and supported judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept in the question set, often with a series of mini judgements. There may be an attempt to consider a series of developments, events or factors in relation to the key concept set over some or most of the period. There may well be some listing of developments and some drift.

<b>Band 3 CHARACTERISTICS</b>		<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 is based on a series of assertions, developments or factors over the period rather than the key concept in the question set. The response does offer a limited but valid judgement.
B3S	13	The response tends to be in the form of a generalised, listing of developments and factors.

<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the TOPIC area and is descriptive.</i>
B2H	8	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
B2S	6	The response is a descriptive account of the developments and factors related to the topic area with no judgement attempted.

<b>Band 1 CHARACTERISTICS</b>		<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.
B1S	3	The response is very brief and / or largely irrelevant to the concept set.
	0	Use for incorrect answers