

UNIT 1
PERIOD STUDY 2
CHALLENGES AND RESPONSES IN WALES AND ENGLAND, c.1603-1685
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.

How far do you agree that the main reason for Parliament's victory in the Civil Wars was access to greater resources?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the reasons for Parliament's victory in the Civil Wars. 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 Parliament's victory in the Civil Wars was access to greater resources. In order to reach a substantiated judgement about this issue, candidates may argue that Parliament's victory in the Civil Wars was access to greater resources. The response might support this proposition by considering issues such as:

- Parliament controlled the capital throughout the war: London was the trade centre of England and it was also the wealthiest city
- many of the other wealthy merchant cities and manufacturing centres remained loyal to Parliament including most of the major ports
- Parliament had tight control over much of the trade in and out of the land, which in turn meant more money from taxes for the war effort
- the main armouries of Hull and the Tower along with most of the countries munitions factories also stayed in Parliament hands
- Parliament had access to greater manpower including that from Scotland

Candidates might consider challenging the proposition in the question by arguing that there were other factors that secured Parliament's victory in the Civil Wars. The response might consider challenging the proposition by considering issues such as:

- at the outbreak of hostilities the Navy remained loyal to Parliament. This in turn meant that they could control the coastal waters and limit the amount of supplies and foreign troops entering the country for the king
- the remodelling of the army of Parliament during winter quarters of 1644 was a decisive factor in its eventual victories over the King. This meant a better managed and more disciplined fighting force in the field
- pay was also more regular in the New Model Army which meant less desertion and more commitment
- in 1644 Parliament signed the Solemn League and Covenant with the Scots Presbyterians who in turn promised their aid against the King on condition that the Scottish system of church government was adopted in England. The sudden appearance of allies on the scene proved crucial for the Roundheads in securing the North as the King now had two enemies to fight

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Parliament's victory in the Civil Wars was access to greater resources.

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 successfully did Charles II deal with Parliament during his reign?

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 Parliament during his reign. 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 Parliament during his reign. In order to reach a substantiated judgement about this issue, candidates may argue that Charles dealt successfully with the problems he faced during his reign. The response might support this proposition by considering issues such as:

- the Restoration Settlement was an immediate example of Charles working successfully and productively with Parliament in areas including land, the constitution, finance and religious issues
- Parliament gave Charles full control over the nation's militia in July 1661
- Parliament was not allowed to legislate without the king and it invalidated any act previously brought in that not received royal assent
- Charles' defeat of the Exclusionists established him in the period 1681–1685 as the most powerful of all Stuart monarchs

Candidates might consider challenging the proposition in the question by arguing that in some respects Charles II was less successful in his dealings with Parliament. The response might consider issues such as:

- tension with Parliament after the immediate construction of the Restoration Settlement
- pressure to impeach Clarendon
- removal of Declaration of Indulgence and imposition of the Test Act
- pressure for a pro-Dutch foreign policy post 1670
- limited financial grants and the context of the Treaty of Dover
- the failure to agree an adequate financial settlement
- the differing aims of Charles and parliament with regard to the Church of England

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Charles II dealt successfully with Parliament during his reign.

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ASSESSMENT GRID FOR SECTION A 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	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate well-focussed understanding in their analysis and evaluation of the specific issue set</i> <i>clearly arrive at a substantiated and supported judgement</i> <i>provide answers which are coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate appropriate understanding in analysing and evaluating the specific issue</i> <i>reach a balanced judgement with valid and appropriate support</i> <i>provide answers which show good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the issue in the question set</i> <i>reach a balanced judgement with some valid support</i> <i>provide answers which are clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate mostly appropriate but inconsistent analysis and evaluation of the issue in the question set</i> <i>offer an imbalanced judgement with some support</i> <i>provide answers which show some expression and organisation with appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate historical knowledge that is limited in accuracy and relevance</i> <i>offer an undeveloped analysis of the issue in the question set</i> <i>offer a judgement with very limited support</i> <i>provide an answer that has some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material related to the topic area that is brief or very limited in scope</i> <i>convey some meaning with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

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.

Was the Petition of Right the most significant development in politics and government in the period 1603-1642?

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 Petition of Right was the most significant development in politics and government in the period 1603-1642. 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 Petition of Right was the most significant development in politics and government in the period 1603-1642. In order to reach a substantiated judgement about this issue, candidates may argue that the Petition of Right was the most significant development in politics and government in this period. The response might support this proposition by considering issues such as:

- it marks the growing assertiveness of MPs - the constitutional crisis between the Stuarts and their Parliaments had entered a new stage of development
- the Petition of Right marked a major step on the way to the Civil Wars of the 1640s
- the Petition of Right marked a substantial cooperative work between individual parliamentarians and between the Commons and Lords, something that had previously been lacking
- it saw Charles lose the initiative in policy direction
- with the Lords now indicating a willingness to work with the Commons, the Crown's most important protection within Parliament was shaken

Candidates might consider challenging the proposition in the question by arguing that there were more significant developments in politics and government in the period 1603-1642. The response might consider alternate factors such as:

- the significance of financial problems
- the significance of religious issues
- relations with Ireland (rebellion of 1641) and Scotland (Bishops' Wars 1638 - 1639)
- personal unpopularity of James I and Charles I and royal favourites
- the impact of Personal Rule

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Petition of Right was the most significant development in politics and government in the period 1603-1642.

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.

Was the Instrument of Government the most significant development in government in the period 1642-1660?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether the Instrument of Government was the most significant development in government in the period 1642-1660. 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 Instrument of Government was the most significant development in government in the period 1642-1660. In order to reach a substantiated judgement about this issue, candidates may argue that the Instrument of Government was the most significant development in government. The response might support this proposition by considering issues such as:

- it represented England's first written constitution
- extension of the power of government over the whole kingdom
- establishing the office of Lord Protector and enhancing the authority of Cromwell
- established triennial parliaments and reform of the franchise
- to bring stability to troubled realm by establishing a standing army of 30,000
- to establish freedom of worship (except for papists)

Candidates might consider challenging the proposition in the question by arguing that there were other developments in government in this period that were more significant. The response might consider issues such as:

- the impact of the regicide
- the Rump and Barebones Parliaments
- the rule of the Major-Generals
- the establishment of the Protectorate
- the collapse of the Republic and Restoration
- government under Charles II

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Instrument of Government was the most significant development in government in the period 1642-1660.

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ASSESSMENT GRID FOR SECTION 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	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate sustained analysis and evaluation of the key issue in the question</i> <i>reach a substantiated and supported judgement regarding the key issue and other relevant issues from across the period</i> <i>provide an answer that is coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate clear analysis and evaluation of the key issue in the question</i> <i>reach a supported judgement regarding the key issue and other relevant issues from most of the period</i> <i>provide an answer that shows good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid but inconsistent analysis and evaluation of the key issue in the question</i> <i>offer a balanced judgement regarding the key issue and some other features of the historical period</i> <i>provide an answer that is clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate some accurate analysis and evaluation of the key issue in the question</i> <i>offer an imbalanced judgement regarding other key issues connected with the historical period</i> <i>provide an answer with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some relevant historical knowledge</i> <i>show an undeveloped evaluation of the key issue in the question set</i> <i>reach a limited judgement regarding other key issues connected with the topic</i> <i>provide an answer with some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material which is brief or very limited in scope</i> <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		