



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 2
DEPTH STUDY 2: ROYALTY, REBELLION AND
REPUBLIC, c. 1625-1660

PART 1: THE PRESSURE ON THE MONARCHY AND
THE DRIFT TO CIVIL WAR, c. 1625-1642

2100U20-1

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 2**DEPTH STUDY 2****ROYALTY, REBELLION AND REPUBLIC C. 1625-1660****PART 1: THE PRESSURE ON THE MONARCHY AND THE DRIFT TO CIVIL WAR C.
1625-1642****MARK SCHEME****Marking guidance for examiners for Question 1****Summary of assessment objectives for Question 1**

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on the 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 2.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

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.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the drift to Civil War 1637-1642.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying the drift to Civil War 1637-1642. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include:

- In Source A Trevor expresses his personal opinion that the King had every right to extend and collect Ship Money from inland counties. He further states that the King had the right to punish anyone who refused to pay this tax. It suggests that the King was perhaps unsure of the legality of his proposed action and that he was seeking reassurance from respected lawyers. This also suggests that the King was not determined to embark on an exercise in arbitrary rule exacting subsidies but wished to do so legally. One might argue that had influential men like Trevor not endorsed the King's proposal the latter might have dropped the extension of Ship Money altogether. If this is accepted then men like Trevor were arguably complicit in the drift to war by exacerbating the tension over royal taxation. The source is of value as it shows the heightening tension over the issue of taxation in the late 1630s.
- Pym's speech in Source B is clearly playing to the gallery. He is speaking to like-minded members in the Commons who, like him, were determined to destroy Strafford. Pym was fully aware that the King had sacrificed Wentworth to protect himself and the interests of the Crown but he was prepared to play along with the fiction of Charles's innocence. The conviction of Wentworth in 1641 was a major step in the drift to war. Pym's real target was Charles himself but the radical members of the Commons had to disguise their plans for fear of alienating the more moderate majority in Parliament's lower chamber. One might argue that a clearly biased Pym and his radical colleagues bear some responsibility for the drift to war. The source proves that Wentworth's trial in 1641 damaged the King's reputation and many people lost their respect for a man who so willingly (and cowardly) sacrificed a loyal servant. The mystique of kingship had been tarnished.

- Source C is of considerable value in studying the drift to Civil War. As a politician with some years of experience Strode was well-placed to express his opinions on the King's strengths and weaknesses. In Source C, Strode holds the King responsible for the drift to war because he had become very stubborn. On the other hand, as a disgruntled Parliamentarian he may well be biased. He is scathing of the King's attitude and policies, and is equally scathing of the King's advisers. Strode blames them as well as the King for the problems facing the kingdom. The King can no longer be trusted. This was the catalyst for Civil War according to Strode. Strode's views were widely held amongst his political circle, one of whom was his correspondent Haselrig. There may be some mention of the fact that both MPs were among the Five Members that the King attempted to arrest in 1642, sparking off the Civil War.

Overall, candidates will assess the value of the sources to an historian studying the drift to Civil War 1637-1642. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

MARK SCHEME UNIT 2 QUESTION 1

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 2 question 1 also gives a similar breakdown and descriptors.

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the appropriate historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.</i>
ACX, VTH, ATQS OVER THE PERIOD SET		
B6S	30	The response shows accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the appropriate historical context and covering all of the period set in the enquiry. There will be a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.
B6C	27	The response begins to show some characteristics of Band 6

Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the appropriate historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue.</i>
ACX and VTH		
B5S	25	The response shows accurate source evaluation using the content and attributions of the three sources, setting the response in the appropriate historical context and covering most of the period set in the enquiry. There will be a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
B5C	23	The response begins to show some characteristics of Band 5

Band 4 CHARACTERISTICS		<i>Clearly attempts an analysis and evaluation of the given sources in relation to the general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value to an historian of some or all three sources.</i>
GCX, VTH and U		
B4H	20	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This will be used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable.
B4S	18	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value to an historian will be present on some or all of the three sources though some general comments on utility may be seen.
B4C	16	The response begins to show some characteristics of Band 4 in discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.

Band 3 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i>
Mechanistic V, S&L and U		
B3H	15	The response is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There will be a limited judgement on all of the sources.
B3S	13	The response is able to evaluate some or all of the three sources by focusing on their attributions and / or content. Any reference to the historical context will be limited. There will be a limited judgement on some of the sources.
B3C	11	The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted.

Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i>
TRAWL		
B2H	8	The response is able to discuss the strengths and / or limitations of all three sources by focusing on their content and / or attributions.
B2S	6	The response is able to discuss the strengths and / or limitations of some of the three sources by focusing on their content mostly.

Band 1 CHARACTERISTICS		<i>Copies or paraphrases from content or attributions of the given sources.</i>
COPYING / COMPREHENSION		
B1H	5	Paraphrases from all of the three sources and / or attributions or plain narrative.
B1S	3	Copies from one or two of the three sources and / or attributions.
	0	Use for incorrect answers

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- advice on the 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 3.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

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 valid is the view that Parliament's decision to enact the Petition of Right in 1628 was motivated mainly by the attitude and policies of Charles I? [30]

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that Parliament's decision to enact the Petition of Right was motivated mainly by the attitude and policies of Charles I.

Candidates are invited to enter into a debate about whether it is valid to argue that the attitude and policies of Charles I were mainly responsible for the decision to enact the Petition of Right. Learners will consider interpretations of this issue within the wider historical debate about the reasons why the Petition of Right was enacted. Some of the issues to consider may include:

- Interpretation 1 argues that the Petition of Right was enacted because of the stubborn attitude and arbitrary policies of Charles I. In analysing and evaluating Interpretation 1 answers might argue that given Cust's status as a professional historian who specialised in seventeenth century political history, his opinion of Charles's role in the passing of the Petition of Right is valid. He exudes a degree of confidence in his assertion that Charles I was mainly responsible for the Petition of Right. The evidence suggests that after three years of increasingly arbitrary rule Charles arrogantly believed that he could do as he wished. It is possible that the reason why Charles was so determined to extend his prerogative powers was due to the increasing financial pressures on the Crown. Charles needed a to explore new sources of income but Parliament was determined to stop him.
- Interpretation 2 argues that Charles had nothing to do with the enacting of the Petition of Right. In analysing and evaluating Interpretation 2 answers might argue that Charles was not responsible for the passing of the Petition of Right. Quintrell blames radical Parliamentarians such as Pym because they wished to reduce the power of the King and enhance their own status and authority. This was due in part to the fact that Charles had shown no real inclination to work with Parliament. It should be noted that Quintrell is a specialist in social history and his work is a biography that is not specifically focused on the political history of the early seventeenth century and that his research is arguably less credible than that undertaken by Cust.

- Candidates may show awareness of the wider historical debate surrounding this issue such as the nature of the events leading up to the passing of the Petition of Right. In particular candidates should be aware of other interpretations such as that which suggests that the King's advisers, Buckingham, was at least partially responsible for the circumstances leading to the passing of the Petition. Another interpretation is that the passing was an inevitable consequence of two forces for power coming together and apportioning blame to one side or the other is futile.

Overall candidates will analyse both interpretations using their own understanding of the debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question of whether or not the attitude and policies of Charles I were mainly responsible for the decision to enact the Petition of Right in 1628.

MARK SCHEME UNIT 2 QUESTION 2

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 2 question 2 also gives a similar breakdown and descriptors.

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the provided material in its historical context which is used effectively to show how and why different interpretations have been formed in relation to the set enquiry; sustained judgement seen regarding validity.</i>
ACX, WHD, OPI		
B6H	30	The response fully integrates discussion of the context, authorship and content of the provided material together with knowledge and understanding of other possible interpretations of the set issue to reach a well supported and convincing judgement. The response shows convincing understanding of the wider historical debate and of why different interpretations have been formed with discussion of the context and authorship of the provided material.
B6S	27	The response discusses the context, authorship and content, of the provided material together with knowledge and understanding of other possible interpretations to offer a substantiated judgement. The response explains why differing / different interpretations of the issue have been formed.
Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the provided material in its historical context to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity.</i>
ACX, WHD, OPI		
B5H	25	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows clear understanding of other possible interpretations of the issue. The response will show a firm grasp of the wider historical debate regarding the issue.
B5S	23	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows clear understanding of other possible interpretations. The response needs to indicate how and why interpretations are formed based on the content and especially the authorship of the extracts.

Band 4 CHARACTERISTICS		<i>Some valid analysis and evaluation of the provided material with some knowledge of other possible interpretations to reach a judgement on the specific enquiry; needs a reasonable grasp of the other possible interpretations (OPIs) and the context of the developments in the provided material. There may be some mechanistic comments on the authorship but this is not required.</i>
ACX AND GCX OPI		
B4H	20	
B4S	18	
B4C	16	The response begins to analyse and evaluate the provided material to offer a judgement on the given interpretation; the response shows awareness of another possible interpretation.

Band 3 CHARACTERISTICS		<i>Mechanistic focus on the authorship and content of the provided material to identify and compare interpretations; some awareness of the general context; any judgement will be limited. There may be some mechanistic comments on the authorship of the provided material.</i>
AUTH GCX		
B3H	15	
B3S	13	The response attempts to consider the content of the provided material to identify different interpretations; will offer a 'bolt-on' judgement on the validity of the interpretation presented in the question.

Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content of the provided material only.</i>
B2H	8	The response attempts to consider the content of the provided material to show differences between the two presented interpretations and provides a limited judgement on validity.
B2S	6	The response begins to use the content of the provided material to identify some of the differences between the presented interpretations.

Band 1 CHARACTERISTICS		<i>Copies or paraphrases from the content of the provided material.</i>
B1H	5	Basic comprehension and paraphrasing from the content of the provided material.
B1S	3	Basic comprehension or copying from the content of one of the provided materials.
	0	Use for incorrect answers