



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 3
BREADTH STUDY 4

ROYALTY, REVOLUTION AND RESTORATION IN
WALES AND ENGLAND, c. 1602-1715

1100UD0-1

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 3
BREADTH STUDY 4
ROYALTY, REVOLUTION AND RESTORATION IN WALES AND ENGLAND
c.1603-1715

MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

The questions each 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 assessment is 30.

The structure of the mark scheme

The mark scheme for Unit 3 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..
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

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 most significant development in radicalism and dissent in the period 1625-1660 was the growth of the Leveller movement.’ 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 growth of the Leveller movement was the most significant development in radicalism and dissent 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 growth of the Leveller movement was the most significant development in radicalism and dissent in the period 1625-1660. In order to reach a substantiated judgement about this issue, candidates may argue that the growth of the Leveller movement was the most significant development in radicalism and dissent in this period. The response might support this proposition by considering issues such as:

- The Levellers enjoyed significant support within the rank and file of the army during the Civil War.
- The Levellers benefitted from the strong leadership of John Lilburne and others.
- The Levellers were among the largest radical groups to develop during this period.
- The Levellers were in the forefront of the development, publication and spread of radical ideas in the 1640s and 1650s.

Candidates might consider challenging the proposition in the question by arguing that there were other equally significant developments in radicalism and dissent besides the growth of the Leveller movement. The response might consider issues such as:

- The rise and spread of radical political and religious ideas was much broader than the Leveller movement alone.
- The Levellers were but one of a number of radical groups such as the Diggers and Fifth Monarchists.
- Dissenting groups such as the Baptists and Quakers became well established, endured and outlived the Levellers.
- The Anglican Church endured and survived this period of unrest to become the national or state church in 1660 which undermined the significance of groups such as the Levellers.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the growth of the Leveller movement was the most significant development in radicalism and dissent 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.

To what extent was the Restoration mainly responsible for the changes in radicalism and dissent in the period 1660-1702?

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 Restoration was mainly responsible for the changes in radicalism and dissent in the period 1660-1702. 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 Restoration was mainly responsible for the changes in radicalism and dissent in the period 1660-1702. In order to reach a substantiated judgement about this issue, candidates may argue that the Restoration was mainly responsible for the changes in radicalism and dissent in the period 1660-1702. The response might support this proposition by considering issues such as:

- Charles' distrust of and opposition to radicalism and dissenters.
- The restored crown's religious policy veered between toleration and persecution of radical dissenters and dissenting groups.
- The restored monarchy's support of the established Anglican Church was the primary reason for the decline in radicalism and dissent.
- The close association between radicalism and dissenters and the republican movement made it unpopular after the Restoration.

Candidates might consider challenging the proposition in the question by arguing that there were other factors that were equally or more responsible for the changes in radicalism and dissent in this period. The response might consider issues such as:

- The influence of science and the scientific revolution which led to intellectual inquiry and a more challenging environment.
- The significance of the popular reaction against radicalism and the growing support for more moderate religion.
- The failure of radical and dissenting groups to co-operate which led to conflict and fracturing of the movement.
- The lack of effective leadership and the absence of charismatic leaders amongst the radicals.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Restoration was mainly responsible for the changes in radicalism and dissent in the period 1660-1702.

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 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 greatest challenge to political stability in the period 1603-1715 was weak leadership?

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 greatest challenge to political stability in the period 1603-1715 was weak leadership. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which the greatest challenge to political stability in the period 1603-1715 was weak leadership. In order to reach a substantiated judgement about this issue, candidates may argue that weak leadership certainly was the greatest challenge to political stability in the period 1603-1715. The response might support this proposition by considering issues such as:

- The weak leadership displayed by monarchs such as James I, Charles I and James II increased tension with Parliament and MPs throughout the period
- The weak leadership shown by some of the Crown's chief ministers and advisors such as Buckingham, Laud and Wentworth led to frustration and accusations of cronyism and favouritism
- The weak leadership of the King's generals during the Civil War helped to lose the war and ushered in the instability of the Interregnum
- The inability of Cromwell to make substantial changes led to dissatisfaction with his leadership and increased calls for the restoration of the monarchy
- The weak leadership of the Anglican Church in the face of increased radicalism and dissent was a constant destabilising factor over the period

Candidates might consider challenging the proposition in the question by arguing that there were other factors which challenged political stability in the period 1603-1715. The response might consider issues such as:

- Financial problems were a constant challenge for rulers
- Religious differences caused political instability throughout the period
- The assertiveness of MPs over issues such as divine right and Personal Rule was another destabilising factor
- Relations with Ireland and Scotland proved very difficult to control
- The impact and influence of Civil War was very destabilizing
- The Bill of Rights and Revolutionary Settlement were a challenge to the established order towards the end of the period

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the greatest challenge to political stability in the period 1603-1715 was weak leadership.

GENERIC MARK SCHEME UNIT 3

THIS CAN BE USED WITH ALL 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.

Band 6 CHARACTERISTICS		<i>The response is specifically focused on covering the whole or nearly all of the set period and debating the key concept in the question set and provides a substantiated, sustained and integrated judgement. It demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme.</i>
B6H	30	The response engages with the exact key concept in the question set covering the whole of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides a fully analytical, evaluative and lucid essay with a fully convincing and substantiated judgement.
B6S	27	The response engages with the key concept in the question set covering nearly all of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides an analytical, evaluative and lucid essay with a convincing and substantiated judgement.

Band 5 CHARACTERISTICS		<i>The response is mainly focussed on covering the greater part of the set period and debating the key concept in the question set. It demonstrates mostly accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported, balanced and appropriate judgement.</i>
B5H	25	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with a balanced and appropriate judgement.
B5S	23	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with an appropriate judgement
B5C	21	The response begins to show some characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period, especially in Section B.]</i>

Band 4 CHARACTERISTICS		<i>The response attempts to cover most of the set period and debates discusses the key concept in the question set. It demonstrates some accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported judgement</i>
B4H	20	The response is mainly focused on covering most of the set period and there will be a meaningful discussion of how the main features and characteristics associated with the theme had an impact on the key concept. There will be a balanced judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept and covers most of the period in the question set. There will be an attempt to outline features and characteristics associated with the theme. There may well be a series of mini judgements and some drift.

Band 3 CHARACTERISTICS		<i>The response has some patchy period coverage; there is some accurate and relevant knowledge of the main issues associated with the relevant theme.</i>
B3H	15	The response tends to focus on using a highly structured series of features and characteristics associated with the theme. The response will offer a judgement with some support, often by considering factors for and against. There will be some patchy period coverage
B3S	13	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme.

Band 2 CHARACTERISTICS		<i>The response is largely based on the general theme but is descriptive / narrative; period coverage will be narrow or lack chronology</i>
B2H	8	The response is a predominantly descriptive / narrative account of the features and characteristics associated with the theme. There will be a “tagged on” judgement.
B2S	6	The response is limited to a descriptive / narrative account of the features and characteristics associated with the theme, with no judgement attempted.

Band 1 CHARACTERISTICS		<i>The response is undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the associated theme.
B1S	3	The response is very brief and / or largely irrelevant.
	0	Use for incorrect answers