



GCE MARK SCHEME

SUMMER 2019

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 2019 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 Petition of Right of 1628 was the most significant development in politics and government during the period from 1625 to 1660.’ 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 Petition of Right of 1628 was the most significant development in politics and government in the period from 1625 to 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 Petition of Right was the most significant development in politics and government in the period from 1625 to 1660. In order to reach a substantiated judgement about this issue, candidates may argue that Petition of Right was indeed the most significant development in politics and government in this period. They may support this proposition by suggesting that:

- it was a significant political and constitutional document that tried to clarify the relationship between parliament and the crown;
- limits were set on royal prerogative especially over taxation and other financial affairs;
- limits were set on the crown’s judicial powers, for example the use of Star Chamber;
- it led to the Personal Rule and ruined the relationship between parliament and the crown.

Candidates might consider challenging the proposition in the question by arguing that there were other equally significant developments in politics and government in this period. They may note:

- there were financial problems and an exploitation of prerogative rights;
- the assertiveness of MPs and the demand for rights and privileges;
- political relations with Ireland and Scotland;
- the promotion of royal favourites;
- divine right and the Personal Rule;
- the Grand Remonstrance and the impact and influence of Civil War;
- Republican rule—the Instrument of government, Barebones, and the Lord Protectorate.

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 from 1625 to 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 did the power and authority of the Crown change significantly during the period from 1685 to 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 power and authority of the Crown changed in the period from 1685 to 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 power and authority of the Crown changed in the period from 1685 to 1715. In order to reach a substantiated judgement about this issue, candidates may argue that the power and authority of the Crown changed significantly in this period. They may support this proposition by suggesting that:

- the Crown survived constitutional changes since 1685 to become an essential part of the political framework, secured the monarch's future position as the head of state;
- royal prerogatives were reformed but remained intact;
- parliament and the government seemed unable to function without a monarch;
- the deposition of one monarch (James II) led to the promotion of another (William III);
- invitations to ascend the throne (William III and George I) strengthened the monarchy.

Candidates might consider challenging the proposition in the question by arguing that the power and authority of the Crown did not change significantly in this period. They may suggest that:

- the popularity of the monarchy declined on the death of Charles II in 1685;
- the Bill of Rights and revolutionary settlement limited the power of the monarchy after 1689;
- the monarchy was limited by the financial power of parliament as the century drew to an end;
- the development of party politics led to a stronger parliament and confident MPs.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the power and authority of the Crown changed significantly in the period from 1685 to 1715.

### 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 Puritanism was the most important development in radicalism and dissent in the period from 1603 to 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 Puritanism was the most important development in radicalism and dissent in the period from 1603 to 1715. 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 Puritanism was the most important development in radicalism and dissent in the period from 1603 to 1715. In order to reach a substantiated judgement about this issue, candidates may argue that Puritanism was the most important development in radicalism and dissent in the period from 1603 to 1715. The candidate may support this proposition by considering:

- the Millenary Petition and the Hampton Court Conference;
- Puritan preaching and pamphlets;
- Puritan experiments in religious expression and in social behaviour;
- Puritan political power in Parliament and in the army during the Civil War.

Candidates might consider challenging the proposition in the question by arguing that there were other very important developments in radicalism and dissent in the period from 1603 to 1715. They may consider:

- the rise and spread of radical political and religious ideas;
- the rise of radical groups such as the Diggers, Fifth Monarchists, and Levellers.
- the influence of science and the scientific revolution, which led to intellectual inquiry and a more challenging environment;
- strong charismatic leadership, for example John Lilburne and others;
- developments in print/publication and the spread of radical ideas;
- the close association between radicalism and dissenters and the republican movement.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Puritanism was the most important development in radicalism and dissent in the period from 1603 to 1715.

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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 awarded to answers showing the appropriate characteristics.

<b>Band 6 CHARACTERISTICS</b> Lucid; convincing; debating		<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>
<b>B6H</b>	<b>30</b>	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.
<b>B6S</b>	<b>27</b>	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.
<b>Band 5 CHARACTERISTICS</b> Coherent; engaging; debating		<i>The response is mainly focused 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>
<b>B5H</b>	<b>25</b>	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.
<b>B5S</b>	<b>23</b>	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
<b>B5C</b>	<b>21</b>	The response begins to show some characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover most of the period, especially in Section B.]</i>

<b>Band 4 CHARACTERISTICS</b>		<i>The response attempts to cover most of the set period and 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>	
Meaningful discussion; mini judgements			
<b>B4H</b>	<b>20</b>		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.
<b>B4S</b>	<b>18</b>		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.
<b>B4C</b>	<b>16</b>		The response begins to show some characteristics of Band 4.  <i>[This can be used for good Band 3 responses that offer at least one valid reference or judgement on the key concept.]</i>
<b>Band 3 CHARACTERISTICS</b>		<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>	
Two sided; listing; assertions			
<b>B3H</b>	<b>15</b>		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
<b>B3S</b>	<b>13</b>	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme.	
<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the general theme but is descriptive / narrative; period coverage will be narrow or lack chronology</i>	
Narrative; descriptive; tagged-on			
<b>B2H</b>	<b>8</b>		The response is a predominantly descriptive/narrative account of the features and characteristics associated with the theme. There will be a “tagged on” judgement.
<b>B2S</b>	<b>6</b>	The response is limited to a descriptive/narrative account of the features and characteristics associated with the theme, with no judgement attempted.	



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