



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2017

HISTORY - UNIT 4

DEPTH STUDY 2

ROYALTY, REBELLION AND REPUBLIC, c. 1625-1660

PART 2: CIVIL WAR, COMMONWEALTH AND
PROTECTORATE, c. 1642-1660

1100U20-1

INTRODUCTION

This marking scheme was used by WJEC for the 2017 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.

HISTORY

MARK SCHEME

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ROYALTY, REBELLION AND REPUBLIC, c. 1625-1660

PART 2: CIVIL WAR, COMMONWEALTH AND PROTECTORATE, c. 1642-1660

Marking guidance for examiners

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

The structure of the mark scheme

The mark scheme for Question 1 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 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 band 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 Restoration of the Monarchy.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of primary source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the primary sources in their historical context. To judge value to an historian, there should also be analysis and evaluation of the content and the authorship of the primary sources.

In analysing and evaluating the source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the value of the sources to an historian studying the Restoration of the Monarchy. Understanding of the historical context should also be demonstrated to analyse and evaluate the value of the sources to the particular enquiry. Appropriate observations in the analysis and evaluation of the sources may include:

- Source A is from a letter written by the Sheriff of Pembroke to a close friend in 1655. The writer is critical of the rule of the Major Generals in the area. Candidates should use their understanding of the historical context to identify this source as offering an opinion of a law officer responsible for law and order in a Welsh county. The power of the Major Generals and their deputies is resented by the gentry because some of the officers appointed were socially inferior. This source is particularly valuable to the set enquiry because it shows that as early as 1655 some people were beginning to discuss the possibility of a restoration. It supports Source C in showing growing support for the King. It is also significant in the way that both Cromwell and Charles I are depicted as dictators with little to choose between them. This gives the historian valuable evidence about the chaotic circumstances that prevailed in the period between the imposition of the major generals and the proposed restoration of Charles II.
- Source B is a letter by Monck to the Speaker of the Commons about the way forward in early 1660. It is quite ambiguous and suggests that Monck is keeping his options open. Candidates should use their understanding of the historical context to identify this source as relating to a key aspect of the events leading up to the Restoration. Historically Monck is credited with paving the way for the Restoration, the man most responsible for the accession of Charles II, but the source suggests otherwise. The tone of the source is supportive of Parliament and it appreciates the difficulties facing the members in having to decide the direction they should take the government and kingdom. Understanding of the historical context will confirm the ambivalent nature of Monck's approach to the idea of restoration but the source is of considerable value in showing something of the complicated discussions that preceded the Restoration.

- Source C is a confidential report by the Venetian ambassador about the change in attitude of the people to the prospect of a restored monarchy in 1660. Candidates should use their understanding of the historical context to identify this source as one offering significant evidence of the events surrounding the Restoration of the Monarchy. Scrutiny of the content of the source will show that the foreign diplomat is surprised by the change in attitude though he is relieved that there will be no bloodshed. Having been born and brought up in a republic he is disappointed that English republicanism has failed. He is clearly not a supporter of the 'tyrant' Cromwell. The tone of the source is bordering on sarcasm being unimpressed by the volte-face in the attitude of the people to the idea of a restored monarchy. Cromwell and the republic have been quickly forgotten. In this way, Source A is of considerable value to an historian studying the Restoration of the Monarchy as it offers the view and opinion of a foreigner and shows how events have moved on and how attitudes have changed by 1660. Far from being unpopular the Restoration has been embraced which will avoid a resumption of civil war.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying the Restoration of the Monarchy and are able to demonstrate that value through consideration of the tone and nature of the sources and an understanding of the historical context.

ASSESSMENT GRID FOR QUESTION 1

Target AO2

Total mark: 30

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical content

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the given sources involving full and valid consideration of the content, provenance and tone of the sources; full understanding shown of the correct historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying a particular issue.</i>
B6H	30	The response shows accurate and sustained source evaluation using the content and attributions to deal with the strengths and limitations of each of the three sources, setting the response in the correct historical context and covering all of the period set in the enquiry. There will be a sustained and fully substantiated judgement on both the individual and collective value of all three sources to an historian studying the particular issue.
B6L	26	The response begins to show some characteristics of Band 6.
Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the given sources involving valid consideration of the content, provenance and tone of the sources; understanding shown of the correct 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>
B5H	25	The response shows accurate source evaluation using the content and attributions to deal with the strengths and limitations of each of the three sources, setting the response in the correct historical context and covering most of the period set in the enquiry. There will be a valid judgement on the value of all three sources to an historian studying the particular issue.
B5L	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 historical context of the set enquiry with some consideration of the content, provenance and tone of the sources; a sound judgement is seen regarding the value of all or some of the three sources.</i>
B4H	20	The response is able to discuss the strengths and limitations of all three sources by focusing on their attributions, content and the historical context. The judgement on value will be clear and supported on all three sources.
B4M	18	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the historical context. There will be some issues with imbalance in the treatment of the sources. The judgement on value will be clear on some or all of the three sources but with some general comments.
B4L	16	The response begins to show some characteristics of Band 4. Value to the historian is seen here but the reference will be limited.

Band 3 CHARACTERISTICS		<i>Mechanistic use of the content and attributions of the given sources to discuss their utility; begins to show some general awareness of the historical context relating to the set enquiry; limited judgement on the utility of all or some of the sources.</i>
B3H	15	The response is able to discuss the strengths and/or limitations of the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a judgement on the utility of all of the sources.
B3M	13	The response is able to discuss the strengths and/or limitations of some 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 the utility of two of the three sources.
B3L	11	The response begins to show some characteristics of Band 3. Also use if only one attribution is attempted to show utility.
Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content of the given sources to show their utility; little understanding of the historical context is seen.</i>
B2H	10	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their content mostly; any references to the historical context will be general and vague. There will be a limited judgement on the utility of at least one of the sources.
B2M	8	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their content and omissions with some imbalance; any references to the historical context will be very general and vague.
B2L	6	The response trawls through the sources only.
Band 1 CHARACTERISTICS		<i>Copies or paraphrases from content or attributions of the given sources.</i>
B1H	5	Paraphrases from all of the three sources and/or attributions or plain narrative.
B1L	3	Copies from one or two of the three sources and/or attributions.
	0	Use for incorrect answers.

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study where relevant.

QUESTIONS 2 AND 3

Marking guidance for examiners

Summary of assessment objectives for Question 2 and 3

Both questions assess assessment objective 1. This assessment objective is a single element focused 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 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 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.

'The Royalist defeat in the Civil War was mainly due to superior Parliamentary resources.' Discuss.

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 Royalist defeat in the Civil War was mainly due to superior Parliamentary resources. 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.

In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of whether the Royalist defeat in the Civil War was mainly due to superior Parliamentary resources. In order to reach a substantiated judgement about this issue, candidates may argue that the Royalist defeat in the Civil War was mainly due to superior Parliamentary resources. The response might support the proposition by considering:

- Parliamentary advantages in manpower showed in its ability to appeal to and recruit the lower classes. During the war Parliament's army increased in proportion to Royalist forces. An enlarged Parliamentary army enabled it to sustain offensive action across the country
- the economic and financial strength of Parliament enabled it to finance the war whereas the Crown had been dependent of the Parliamentary finance to govern the kingdom
- Parliament's seizure of the Royal Navy significantly weakened the Crown. The Parliamentary fleet's protection of London, its ability to supply besieged outposts and its logistical support to its land forces was instrumental in preventing a Royalist victory
- Parliament possessed better military and strategic resources in terms of field artillery and modern weaponry. The creation of a fully equipped professional army (The New Model Army) is evidence of this

Candidates might consider challenging the proposition in the question by arguing that the Royalist defeat in the Civil War was due in large part to factors other than superior Parliamentary resources. The response might consider:

- the quality of Parliamentary military leadership, in particular Fairfax's abilities compared to Prince Rupert
- mistakes in Royalist strategy and leadership leading to losses in the battles of Naseby and Edgehill
- the skills of the eventual Parliamentarian winning team of Cromwell and Fairfax - commanding respect in political and military matters
- the collapse of Royalist morale following a series of military defeats and capture of key cities such as Bristol
- the failure of the King to inspire his supporters and his role in recruiting troops from Ireland and the fear of Catholicism

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Royalist defeat in the Civil War was mainly due to superior Parliamentary resources.

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.

How far do you agree that Oliver Cromwell was mainly concerned with the pursuit of personal power?

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 Oliver Cromwell was mainly concerned with the pursuit of personal power. 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.

In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which Oliver Cromwell was mainly concerned with pursuit of personal power. In order to reach a substantiated judgement about this issue, candidates may argue that Cromwell was mainly concerned with the pursuit of personal power. The response might support the proposition by considering:

- Cromwell's political power and leading role in the Civil War enabled him to outmanoeuvre personal rivals such as Fairfax and remove commanders such as Manchester
- Cromwell's powerful position in Parliament and his role in passing and exempting himself from the self-denying ordinance
- Cromwell's rise to power following the execution of the King and his later dismissal of Parliament and acceptance of the title Lord Protector
- Cromwell's skill and success in controlling the army, manipulating patronage - promotions, appointments and dismissals - and using intimidation or persuasion to achieve his personal aims

Candidates might consider challenging the proposition in the question by arguing that the issue is rather more complex and that Cromwell may not have been primarily concerned with the pursuit of personal power and perhaps more with the setting up of a republic and with religious concerns. The response might consider:

- Cromwell's religious zeal and his belief that he was the agent of God on earth with the duty of care for this fellow citizens. His missionary cause was to create a godly nation
- he persevered in Parliamentary democracy giving MPs time to create a more just and representative institution. He only dismissed Parliament when it failed to work properly due to competing personal interests
- Cromwell refused to accept the Crown when it was offered to him. He had no interest in establishing Cromwellian dynasty
- his whole career had been devoted to public service and unlike others, he did not take the opportunity to enrich himself or his family

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Cromwell was mainly concerned with the pursuit of personal power.

ASSESSMENT GRID FOR QUESTIONS 2 AND 3

Target AO2

Total mark: 30

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 6 CHARACTERISTICS		<i>The response is fully focused on the exact key concept in the set question, covering the 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.
B6M	28	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 convincing and substantiated judgement covering the whole of the set period.
B6L	26	The response begins to show some characteristics of Band 6
Band 5 CHARACTERISTICS		<i>The response is mainly focused 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 clearly engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering most of the set period.
B5M	23	The response engages with the key concept and offers a debate regarding the range of issues arising from the question 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 most of the set period.
B5L	21	The response begins to show some characteristics of Band 5. <i>[This can also be used for good responses that don't cover most of the period set].</i>
Band 4 CHARACTERISTICS		<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 be mainly focused on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question over most of the set period. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors in relation to the key concept over most of the period set. There may be some listing of developments and a series of mini judgements. There will be a balanced final judgement but there may well be some drift.
B4L	16	The response begins to show some characteristics of Band 4

Band 3 CHARACTERISTICS		<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 tends to focus on using a highly structured (<i>mechanistic/formulaic</i>) series of developments, events and/or factors over the period rather than the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - [<i>the yes/no – for and against – essay</i>]
B3M	13	The response tends to be in the form of a generalised, listing of developments, events and/or factors. There may a weak focus and imbalanced judgement on the key concept in the question set [<i>the yes (or no) imbalanced essay</i>]. Also use if the answers do not deal adequately with the key concept or with any counter arguments or for answers which provide an imbalanced argument.
B3L	11	The response begins to show some characteristics of Band 3
Band 2 CHARACTERISTICS		<i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i>
B2H	10	The response is a predominantly descriptive account of the developments, events and/or factors of the topic area. There may be a “tagged on” [<i>throwaway / simplistic / bolt-on</i>] judgement referring to the key concept in the set question which is not appropriately supported. Accept an inferred or implied judgement here.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and/or factors related to the topic area. No judgement is attempted here.
B2L	6	The response begins to show some characteristics of Band 2.
Band 1 CHARACTERISTICS		<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.
B1L	3	The response is very brief and/or largely irrelevant to the concept set.
	0	Use for incorrect answers

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study where relevant.