

UNIT 4**DEPTH STUDY 2****ROYALTY, REBELLION AND REPUBLIC c.1625-1660****PART 2: CIVIL WAR, COMMONWEALTH AND PROTECTORATE c.1642-1660****MARK SCHEME****QUESTION 1****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 growth of radical ideas in the late 1640s.

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. In analysing and evaluating the provided 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 three sources in their historical context and might consider the value of the sources to an historian studying the growth of radical ideas in the late 1640s. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis of the value of the sources including:

- Source A is extracted from the preamble to the third draft of *The Agreement of the People* published in May 1649. This was a document produced by three leading members of the Levellers who were in prison at this time. Understanding of the context will enable candidates to identify this source as part of a kind of manifesto issued by the Levellers. The tone of the source is extreme in its demands and so it can safely be assumed that the three were in prison for their extreme beliefs. Candidates should be able to show understanding of the historical context at the end of the Civil Wars and the regicide of the King. The Levellers were a radical group formed in the mid 1640s and the document is typical of many pamphlets and publications distributed by the group to the public at large and within the Parliamentary army. Among their many demands, the source emphasises their regular demand for a parliamentary system that endured voting rights for all adults. Evidence of this kind is of real value to an historian in showing how radical ideas were evolving to appear more extreme at this time.
- There is a link between the document in Source A and the background context to Source B. Earlier versions of the Agreement of the People were the main focus of the Putney Debates, and Source B gives an historian a taste of the argument and discussion that ensued there. It is clear from the source that the debate revolved around the make-up of any future government and the rights that should be given to all people of the country. Rainsborough is clearly arguing for universal suffrage, but Petty is arguing that there should be some limit to the granting of rights, possibly based on property. There may be understanding of the wide nature of the political debate at this time and the fact that the victorious Parliamentary side showed wide divisions of how government should progress.

GCE A LEVEL HISTORY - UNIT 4 Specimen Assessment Materials 26

- The extreme nature of radical ideas is further shown by Source C. This is a statement Everard and Winstanley, leading members of the Diggers issued in their pamphlet, *The True Levellers* in 1649. Contextual understanding should allow candidates to identify the group as one which had some similarity with the ideas of the Levellers referred to in Sources A and B. Source C shows that the Diggers believed in economic equality based on Biblical principles. The document shows that the Diggers proposed an agrarian lifestyle based on the creation of small egalitarian rural communities. Candidates may point out that the group called themselves the True Levellers, but that Once they put their idea into practice and started to cultivate common land, people began to call them "Diggers". Their first attempt at setting up a community was at St George's Hill which is referred to in the source. It should be clear to an historian using Source C (and the other sources) that there was a huge variety of radical ideas and theories proposed in the vacuum of power around the late 1640s.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying the growth of radical ideas in the late 1640s and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

GCE A LEVEL HISTORY - UNIT 4 Specimen Assessment Materials 27

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

Focus: *Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within its historical context*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate sustained and accurate analysis and evaluation of source material with insight and discrimination</i> <i>provide sustained focus on dealing with the sources in the context of the specific enquiry</i> <i>offer a sustained judgment regarding the appropriateness of all the sources for the specific enquiry</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate a clear and accurate focus in the analysis and evaluation of source material with insight and discrimination</i> <i>place the sources in the context of the specific enquiry</i> <i>offer a clear judgment regarding the appropriateness of the sources for the specific enquiry</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate valid analysis and evaluation of source material with some insight and discrimination</i> <i>attempt to place the sources in the context of the enquiry;</i> <i>offer a judgment on the appropriateness of the sources for the enquiry which will be largely general in tone</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate some appropriate comments regarding the analysis and evaluation of source material</i> <i>make a limited attempt to place the sources in the context of the enquiry</i> <i>offer a judgment on appropriateness of the sources, often through mentioning omissions</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>comprehend and extract from source material with limited analysis</i> <i>offer a limited and brief judgment making tentative links to the historical context</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>comprehend and extract from some of the given sources</i> <i>make some reference to the historical context</i>
Award 0 for incorrect or irrelevant 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 focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to the question chosen is 30.

The structure of the mark scheme

The mark scheme for Questions 2 and 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.

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.

How far do you agree that the main reason for Parliament's victory in the Civil Wars was the strength of the New Model Army?

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. 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 Parliament's victory in the Civil Wars was the strength of the New Model Army. In order to reach a substantiated judgement about this issue, candidates may argue that Parliament's victory in the Civil Wars was mainly down to the strength of the New Model Army. The response might support this proposition by considering issues such as:

- 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
- it was a force based on lightly armed cavalry and based on speed - surprising the enemy with the speed of an attack
- discipline was strict and the training was thorough
- pay was also more regular in the army of parliament which meant less desertion
- the New Model Army was a military force based on a person's ability rather than on your position within society

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
- 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
- Parliament controlled the capital throughout the war: London was the trade centre of England and it was also the wealthiest city
- 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

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the strength of the New Model Army was the main reason for Parliament's victory in the Civil War.

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.

‘Oliver Cromwell’s failures contributed more than anything else to the restoration of the monarchy in 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 Oliver Cromwell’s failures contributed more than anything else to the restoration of the monarchy in 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. 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’s failures contributed more than anything else to the restoration of the monarchy in 1660. In order to reach a substantiated judgement about this issue, candidates may argue that Oliver Cromwell’s failures contributed more than anything else to the restoration of the monarchy in 1660. The response might consider supporting the proposition by considering:

- Increasing dissatisfaction with the religious, political, economic and social policies pursued by Cromwell in his years in power
- the unpopularity of the army: the austerity of the rule of Cromwell – enforced by the army – had run its course
- divisions that have been identified within the republican leadership which were not addressed by Cromwell
- the government had failed to solve social issues in the country
- corruption in the government was getting out of control

Candidates might consider challenging the proposition in the question by arguing that there were other factors that contributed greatly to the restoration of the monarchy in 1660. The response might consider issues such as:

- the impact of Cromwell’s early death and weakness of his son and successor.
- there was a real chance that the country would descend into chaos
- the growth of anti-republicanism in England
- the work and good sense shown by the King in exile in pressing his claims for the throne

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Oliver Cromwell’s failures contributed more than anything else to the restoration of the monarchy in 1660.

ASSESSMENT GRID FOR QUESTIONS 2 AND 3

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 accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concept in the question set</i> • <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> • <i>include specific supporting arguments leading to a substantiated, sustained and integrated judgment</i> • <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</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 precise historical knowledge</i> • <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> • <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> • <i>communicate clearly with appropriate language and structure and appropriate 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 generally accurate and relevant historical knowledge</i> • <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> • <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> • <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>

GCE A LEVEL HISTORY - UNIT 4 Specimen Assessment Materials 32

3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some accurate and relevant historical knowledge</i> • <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> • <i>offer some comments about the relationships between the key issues and features of the historical period</i> • <i>attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>have a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

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