

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.

To what extent was Charles I personally responsible for the problems which faced the monarchy between 1625 and 1649?

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 Charles I was personally responsible for the problems which faced the monarchy between 1625 and 1649. 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 Charles I was personally responsible for the problems which faced the monarchy between 1625 and 1649. In order to reach a substantiated judgement about this issue, candidates may argue that which Charles I was personally responsible for the problems which faced the monarchy between 1625 and 1649. The response might support this proposition by considering issues such as:

- Charles's resolve to rule without parliament from 1629, and growing opposition to the period of Personal Rule
- taxation without consent during the Personal Rule, including Ship Money
- the impact of Charles's determination to impose a prayer book on Scotland, including the Covenant, the Scots Rebellion and the Bishops' War
- Charles's attempt to arrest the five members of Parliament in January 1642
- the raising of the Royal Standard at Nottingham and the outbreak of civil war in August 1642.

Candidates might consider challenging the proposition in the question by arguing that other factors were more important creating problems for the monarchy between 1625 and 1649. The response might consider issues such as:

- opposition to Laud's reforms of the Church of England
- Parliamentary opposition to the king, including the constitutional reforms of 1640–41
- the impact of the Irish Rebellion of 1641 on English politics
- the creation of the New Model Army during the civil war
- the growth of radical religious and political ideas in the years 1640–46.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Charles I was personally responsible for the problems which faced the monarchy between 1625 and 1649.

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 deposition of James II strengthened rather than weakened the power and authority of the Crown.’ 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 deposition of James II strengthened rather than weakened the power and authority of the Crown. 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 deposition of James II strengthened rather than weakened the power and authority of the Crown. In order to reach a substantiated judgement about this issue, candidates may argue that the deposition of James II strengthened rather than weakened the power and authority of the Crown. The response might support this proposition by considering issues such as:

- the relative strength and power of the monarchy after 1688 up to 1715, before and after the passing of the Bill of Rights
- although the Bill of Rights tipped the balance of power firmly Parliament’s way the Crown still had considerable authority
- unlike James II, William III was a stronger, efficient and more forceful king who had the power to take England to war against France
- the monarchy could manipulate Parliament by bribing/influencing MPs
- in 1708 Anne refused to sign into law Acts of Parliament she did not agree with
- this shows that the power of the monarchy was apparently undiminished and that it was at least as powerful in 1715 as it had been in 1685. The deposition had not apparently changed things that much

Candidates might consider challenging the proposition in the question by arguing that the deposition of James II did weaken the power and authority of the Crown. The response might consider challenging the proposition by considering that:

- the relative strength and power of the monarchy depended on the personality of the individual monarch and the attitude of the political nation to them; James was seen as inefficient, hated and feared; William and Mary were efficient, respected but unloved; Anne was considered weak and ineffectual
- the revolutionary settlement and the Bill of Rights had enshrined the power of parliament
- the origins of political parties in this period is evidence that the power and authority of the crown was indeed weakening

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the deposition of James II strengthened rather than weakened the power and authority of the Crown.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

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 concepts 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 judgement</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>
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 key features and characteristics 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>

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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>make 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		

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.

‘The decline in the authority and influence of the Church was mainly responsible for the growth in new ideas and challenges in the seventeenth century.’ 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 decline in the authority and influence of the Church was mainly responsible for the growth in new ideas and challenges in the seventeenth century. 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 decline in the authority and influence of the Church was mainly responsible for the growth in new ideas and challenges in the seventeenth century. In order to reach a substantiated judgement about this issue, candidates may argue that the decline in the authority and influence of the Church was mainly responsible for the growth in new ideas and challenges in the seventeenth century. The response might support this proposition by considering issues such as:

- the breakdown of the moral authority of the Church was certainly a factor in the explaining the growth in new ideas and challenges in the seventeenth century
- the concept of ‘the world turned upside down’ showed that traditional institutions like the Church were being seriously challenged by new ideas
- the state-run Church may have lost influence but religion remained powerful. However, the rivalry between the different religious sects did have a negative impact on people’s perceptions of the moral authority of priests and ministers and this led to increased challenges
- many of the new ideas that emerged - during the Civil War for example - were based on application of Biblical ideas. The Diggers is a prime example. This shows that while religion remained important, it was its links with the establishment that undermined its influence

Learners might consider challenging the proposition in the question by arguing that the growth in new ideas and challenges in the seventeenth century was mainly influenced by other factors. The response might consider alternate factors such as:

- political instability caused by war and the frequent changes of government (and head of state) must be considered.
- economic depression leading to unemployment and hunger are other possible alternative factors for radical ideas
- the spread of literacy and broadsheets in promoting disobedience/disaffection leading to protest and disorder
- the advent of enlightenment and the scientific revolution later in the period provided more rational arguments against established religion

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the decline in the authority and influence of the Church was mainly responsible for the growth in new ideas and challenges in the seventeenth century.

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ASSESSMENT GRID FOR QUESTION 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 consistently accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating 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>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering the period set</i> <i>reach a mostly substantiated and sustained judgment regarding the question set</i> <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the key concept in the question set</i> <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> <i>offer a clear judgement regarding the set issue</i> <i>provide an answer that shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some accurate and relevant historical knowledge</i> <i>show some accurate analysis and evaluation of the key issue in the question</i> <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> <i>make some attempt to provide supporting arguments for the judgment reached</i> <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

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2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		