



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 1  
PERIOD STUDY 2

GOVERNMENT, REVOLUTION AND SOCIETY IN  
WALES AND ENGLAND, c. 1603-1715

2100UB0-1

## **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 1

### PERIOD STUDY 2

#### GOVERNMENT, REVOLUTION AND SOCIETY IN WALES AND ENGLAND C. 1603-1715

### MARK SCHEME

#### Section A

#### Marking guidance for examiners

#### Summary of assessment objectives for Section A

Section A questions assess assessment objective 1. The periods set in the question range between 20 and 40 years. 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 Section A 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 that 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 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 religion mainly responsible for the challenges facing James I during his reign (1603–1625)?**

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 religion was mainly responsible for the challenges facing James I in the period from 1603 to 1625. 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 religion was mainly responsible for the challenges facing James I in the period from 1603 to 1625. In order to reach a substantiated judgement about this issue, candidates may argue that religion may have been mainly responsible for the challenges facing James in the period from 1603 to 1625. The response might support this proposition by considering issues such as:

- The religious divisions between Puritanism, Anglicanism and Catholicism;
- The developments and challenges associated with Arminianism;
- The Crown's control of the Church, which was linked to James's belief that he could act with god-like impunity;
- The Crown's attempt to link, in legal terms, royal prerogative with religion via divine right.

Candidates might consider challenging the proposition in the question by arguing that religion was but one among a number of challenges facing the king between 1603 and 1625. The response might consider alternate factors such as:

- Excessive royal expenditure and the raising of taxes, for example Ship Money;
- The rights and privileges of MPs, which were undermined by the Crown;
- Foreign policy and wars abroad put pressure on the public purse;
- The personality of James I led to tension and conflict;
- There was parliamentary opposition to a perceived royal dictatorship;
- The promotion and protection of hated royal favourites.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which religion was mainly responsible for the challenges facing James I in the period from 1603 to 1625.

## 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 leadership of Charles I mainly responsible for the outbreak of civil war by 1642?**

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 leadership of Charles I was responsible for the outbreak of civil war by 1642. 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 leadership of Charles I was mainly responsible for the outbreak of civil war by 1642. In order to reach a substantiated judgement about this issue, candidates may argue that Charles's leadership was mainly responsible for the outbreak of war in this period. The response might support this proposition by considering issues such as:

- The Personal Rule—a royal dictatorship or absolute monarchy—the Eleven Years Tyranny;
- The king's failure to work with Parliament;
- The king's failure to appreciate the consequences of exploiting ancient right to raise money causing anger;
- The king ruling by proclamation and relying on an elite group of favoured ministers to govern the kingdom;
- The mismanagement of royal—and national—finances and religious policies and reforms;
- The failure to appreciate the reaction in Scotland to the imposition of the Prayer Book and, in Ireland, to Protestant land reform.

Candidates might consider challenging the proposition in the question by arguing that in some respects that the king's leadership was but one among a number of causes of the civil war in this period. The response might consider issues such as:

- Parliament's failure to work with the King—there had been prior to Personal Rule but it was especially evident after recall in 1640;
- The aggressive attitude of some radical MPs to royal prerogative;
- The reaction of the Scots in making war on the king, for example, the Bishops' Wars;
- The mismanagement of the government and Church by ministers such as Wentworth and Laud;
- The Irish rebellion;
- The growth and influence of political and religious radicalism.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the leadership of Charles I was mainly responsible for the outbreak of civil war by 1642.

## **Section B**

### **Marking guidance for examiners**

#### **Summary of assessment objectives for Section B**

Section B questions also assess assessment objective 1. The periods set in the question range between 40 and 80 years. 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 Section B 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 that 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 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 the rule of the Major Generals was the most effective method of government in the period from 1625 to 1685?**

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 rule of the Major Generals was the most effective method of government in the period from 1625 to 1685. 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 rule of the Major Generals was the most effective method of government during this period. In order to reach a substantiated judgement about this issue, candidates may argue that the rule of the Major Generals was the most effective method of government during the period from 1625 to 1685. The response might support this proposition by considering issues such as:

- Success in identifying and monitoring royalists;
- Efficiency in raising and collecting taxation;
- Diligence in keeping the peace, and prevention of rebellion;
- The bringing of uniformity to the administration of the kingdom, for example the division into 10 regions;
- Efficacy as the eyes and ears of the central government;
- Efficacy in reducing the government's financial burden in funding the army (replaced by local militia).

Candidates might consider challenging the proposition in the question by arguing that in some respects the rule of the Major Generals was not the most effective method of government in the period from 1625 to 1685. The response might consider issues such as:

- The increasingly authoritarian nature of Charles I, and Cromwell's rule, caused tension and anger;
- Religious differences were never solved but attempts at Godly reformation caused resentment;
- The Crown (Charles I and Charles II) and Cromwell's ongoing tension with parliament/MPs was never satisfactorily resolved;
- The Crown and Cromwell failed to solve the government's financial problems;
- The military nature of the rule led critics to call this period a military dictatorship;
- The Major Generals ruled for only a short time in the sixty-year period indicated.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the rule of the Major Generals was the most effective method of government in the period from 1625 to 1685.

## INDICATIVE CONTENT FOR QUESTION 4

*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 issue of finance was the main cause of the problems facing the Crown in the period from 1660 to 1715.’ 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 finance was the main cause the problems facing the Crown in the period from 1660 to 1715. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate, and 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 finance was the main cause of the problems facing the Crown in the period from 1660 to 1715. In order to reach a substantiated judgement about this issue, candidates may argue that finance may have been mainly responsible for the problems facing the Crown between 1660 and 1715. The response might support this proposition by considering issues such as:

- The Crown being perennially short of money;
- The attempts to raise additional funds to finance the monarchy and royal household were met with resistance;
- Charles II was a spendthrift while William III and Anne spent large sums on foreign wars;
- Taxation, which was a source of tension and conflict between the Crown and Parliament.

Candidates might consider challenging the proposition in the question by arguing that finance was but one among several problems facing the Crown during this period. The response might consider alternate factors such as:

- The restoration of the monarchy and Parliament attempted to define the limits on royal power;
- The succession posed a significant problem for every monarch and Parliament after 1660;
- The establishment of the powers of Parliament in the Bill of Rights, 1689 enhanced that body’s political power;
- Constitutional reform, which set out the relationship between Crown and Parliament.
- The establishment of wider civil rights regarding the law and courts, which meant that the Crown could no longer behave in an arbitrary way;
- The Clarendon Code and the search for religious conformity;
- Parliament’s opposition to royal favourites;
- The development of party politics.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which finance was the main cause of the problems facing the Crown between 1660 and 1715.



## UNIT 1: THE PERIOD STUDY MARK SCHEME FOR 2019

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<br/>CHARACTERISTICS</b> |           | <i>The response is fully focused on the exact key concept in the set question, covering the whole of 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>   |
| <b>B6H</b>                        | <b>30</b> | 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.                   |
| <b>B6S</b>                        | <b>27</b> | The response engages with the 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 coherent essay with a convincing and substantiated judgement covering nearly all of the set period.                           |
| <b>Band 5<br/>CHARACTERISTICS</b> |           | <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>                     |
| <b>B5H</b>                        | <b>25</b> | The response engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay. The essay will be analytical, evaluative and well written with a balanced and appropriate judgement covering most or all of the set period. |
| <b>B5S</b>                        | <b>23</b> | The response has a focus on debating the key concept 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 some or most of the set period.   |
| <b>B5C</b>                        | <b>21</b> | The response begins to show some of the characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period]</i>   |

|                               |           |  |
|-------------------------------|-----------|--|
| <b>Band 4 CHARACTERISTICS</b> |           | <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>              |
| <b>B4H</b>                    | <b>20</b> | The response will feature some meaningful discussion of how and why the main developments, events or factors had an impact on the key concept in the set question over some or most of the period set. There will be an attempt at a balanced and supported judgement though some slight drift may be apparent.  |
| <b>B4S</b>                    | <b>18</b> | The response begins to discuss the key concept in the question set, often with a series of mini judgements. There may be an attempt to consider a series of developments, events or factors in relation to the key concept set over some or most of the period. There may well be some listing of developments and some drift.                                   |
| <b>Band 3 CHARACTERISTICS</b> |           | <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> |
| <b>B3H</b>                    | <b>15</b> | The response is based on a series of assertions, developments or factors over the period rather than the key concept in the question set. The response does offer a limited but valid judgement.   |
| <b>B3S</b>                    | <b>13</b> | The response tends to be in the form of a generalised, listing of developments and factors.  |
| <b>Band 2 CHARACTERISTICS</b> |           | <i>The response is largely based on the TOPIC area and is descriptive.</i>   |
| <b>B2H</b>                    | <b>8</b>  | The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.   |
| <b>B2S</b>                    | <b>6</b>  | The response is a descriptive account of the developments and factors related to the topic area with no judgement attempted.   |
| <b>Band 1 CHARACTERISTICS</b> |           | <i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>  |
| <b>B1H</b>                    | <b>5</b>  | The response is very limited and undeveloped though there is some weak link to the topic area.   |
| <b>B1S</b>                    | <b>3</b>  | The response is very brief and / or largely irrelevant to the concept set.   |
|                               | <b>0</b>  | Use for incorrect answers  |