



GCE MARK SCHEME

SUMMER 2019

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 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 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 conduct of the armies during the Civil War in the period from 1643 to 1646.**

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 conduct of the armies during the Civil War in the period from 1643 to 1646. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include:

**Source A** This is an official report of the battle of Roundway Down and is penned by a Royalist officer. The author of the source offers a personal opinion of the battle from the Royalist side but despite it being clearly biased it is still of use to the historian. Candidates should use their understanding of the historical context to appreciate the motivation of those who engaged in battle during the Civil War. This was but one bitter engagement (July 1643) in a long list of battles fought during the war. This source is particularly valuable because it shows that for some soldiers their conduct was driven by personal duels with bitter rivals. There is little mention of the outcome of the battle, just that he was upset that he hadn't killed his rival. This gives the historian valuable evidence about the conduct and mind-set of many of those who took part in the Civil War and the depth of the personal hatred that existed between enemies.

**Source B** This is an extract from a pamphlet published by parliament to help its soldiers explain why they are fighting. Candidates should use their understanding of the historical context to identify this source as a piece of blatant propaganda from 1644 which shows the lengths to which Parliament are prepared to go to push their side of the story but also to inspire their troops at a critical juncture in the conflict. The source is crucial in demonstrating the complexities involved in conducting a war—winning the hearts and minds of the troops and the people are seen as essential tools. The tone of the source suggests that parliament is trying to appear even-handed—their troops are not fighting against the king only those around him who are malignant influences. This is a very effective piece of propaganda and does much to enhance our knowledge of the conduct expected of armies during this period.

**Source C** This is a letter penned by a member of the Bath City governing elite to a parliamentary officer. Candidates should use their understanding of the historical context of the course of the Civil War by 1644 and to identify this source as one offering a significant opinion of civilians caught up in the conflict. The tone of the source is conciliatory and, to some extent, appreciative of the conduct of the soldiers. The city official is aware that the Parliamentary occupation could have been worse had the officer not been so accommodating. However, there are hints in the source as to some awkward encounters with the troops and the fragile relations between the two sides. Source C is of considerable value to an historian studying the conduct of the armies during the war, particularly the demands made of civilians by the military authorities from supplies of food and shelter to recruits for the armed forces.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying the conduct of the armies in the Civil War in the period from 1643 to 1646 and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

**UNIT 4**  
**MARK SCHEME FOR QUESTION 1**

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.

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

|                                   |           |  |
|-----------------------------------|-----------|--|
| <b>Band 6<br/>CHARACTERISTICS</b> |           | <i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the specific historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.</i>   |
| <b>ASE OVER THE PERIOD SET</b>    |           |  |
| <b>B6H</b>                        | <b>30</b> | The response shows accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the specific historical context and covering all of the period set in the enquiry. There will be a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set. |
| <b>B6S</b>                        | <b>27</b> | The response begins to show some characteristics of Band 6   |
| <b>Band 5<br/>CHARACTERISTICS</b> |           | <i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the specific 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>   |
| <b>ASE</b>                        |           |  |
| <b>B5H</b>                        | <b>25</b> | The response shows accurate source evaluation using the content and attributions of the three sources, setting the response in the specific historical context and covering most of the period set in the enquiry. There will be a valid and supported judgement on the value of all three sources to an historian studying a particular issue.  |
| <b>B5S</b>                        | <b>23</b> | The response begins to show some characteristics of Band 5   |
| <b>B5C</b>                        | <b>21</b> | This mark can be used if there is understanding shown of the specific historical context of one source only.   |
| <b>Band 4<br/>CHARACTERISTICS</b> |           | <i>Clearly attempts an analysis and evaluation of the given sources in relation to the general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value of some or all three sources.</i>  |
| <b>GCX, V and/or U</b>            |           |  |
| <b>B4H</b>                        | <b>20</b> | The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This will be used to reach a reasoned judgement on value of all three sources. Occasional references to utility are acceptable.   |
| <b>B4S</b>                        | <b>18</b> | The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value will be present on some or all of the three sources though some general comments on utility may be seen.  |
| <b>B4C</b>                        | <b>16</b> | The response begins to show some characteristics of Band 4 in discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.   |

|   |           |   |
|---|-----------|---|
| <b>Band 3<br/>CHARACTERISTICS</b>   |           | <i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i> |
| <b>Mechanistic V, S&amp;L<br/>and U</b>   |           |   |
| <b>B3H</b>  | <b>15</b> |   |
| The response is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There will be a limited judgement on all of the sources. |           |   |
| <b>B3S</b>  | <b>13</b> | The response is able to evaluate some or all 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 some of the sources.                            |
| <b>B3C</b>  | <b>11</b> | The response begins to show some characteristics of Band 3.<br>This can also be used if only one source is attempted.   |
| <b>Band 2<br/>CHARACTERISTICS</b>   |           | <i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i>  |
| <b>TRAWL</b>  |           |   |
| <b>B2H</b>  | <b>8</b>  |   |
| The response is able to discuss the strengths and / or limitations of all three sources by focusing on their content and / or attributions.   |           |   |
| <b>B2S</b>  | <b>6</b>  | The response is able to discuss the strengths and / or limitations of some of the three sources by focusing on their content mostly.  |
| <b>Band 1<br/>CHARACTERISTICS</b>   |           | <i>Copies or paraphrases from content or attributions of the given sources.</i>   |
| <b>COPYING /<br/>COMPREHENSION</b>  |           |   |
| <b>B1H</b>  | <b>5</b>  |   |
| Paraphrases from all of the three sources and / or attributions or plain narrative.   |           |   |
| <b>B1S</b>  | <b>3</b>  | Copies from one or two of the three sources and/or attributions.  |
|   | <b>0</b>  | Use for incorrect answers   |

## 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 dissatisfaction with the rule of the Major-Generals was mainly responsible for the restoration of the monarchy by 1660?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case whether dissatisfaction with the rule of the Major-Generals was mainly responsible for the restoration of the monarchy by 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 whether dissatisfaction with the rule of the Major-Generals was mainly responsible for the restoration of the monarchy by 1660. In order to reach a substantiated judgement about this issue, candidates may argue that the restoration of the monarchy was mainly due to dissatisfaction with the rule of the Major-Generals. The candidates may support the proposition by suggesting that:

- the Major Generals fitted into the perception of Cromwell's autocratic rule;
- many people appeared to be ruthless personalities with little time for criticism and contrary/opposing views/opinions;
- there was a military approach to civilian government with the Major-Generals;
- there was resentment over the low social class of some of the Major Generals;
- the misrule of some of the Major Generals caused widespread resentment and a yearning for the return of kingship.

Candidates may consider challenging the proposition in the question by arguing that dissatisfaction with the rule of the Major-Generals was not solely responsible for the restoration of the monarchy by 1660. They may note:

- disenchantment with republicanism;
- resentment at the power of the army and a growing distaste for radicalism;
- a general need for a change and the attraction of a young king;
- royalist pressure for restoration including dissatisfied army officers such as Monck;
- the weak rule of Richard Cromwell, after the strong rule of Oliver Cromwell, created a power vacuum

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which dissatisfaction with the rule of the Major-Generals was mainly responsible for the restoration of the monarchy by 1660.

### 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.*

### **To what extent did the Leveller movement have the most significant impact on the growth of radicalism in the period from 1642 to 1660?**

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 Leveller movement had the most significant impact on the growth of radicalism in the period from 1642 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. 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 Leveller movement had the most significant impact on the growth of radicalism in the period from 1642 to 1660. In order to reach a substantiated judgement about this issue, candidates may argue that the Leveller movement did have the most significant impact on political and religious radicalism in this period. The candidates may support the proposition by considering:

- the Putney debates and the rise in Leveller influence;
- the Leveller influence in the New Model Army;
- the influence of Leveller ideas. The Levellers were a political movement that called for extended suffrage, equality before the law and religious toleration;
- the Levellers were led by charismatic leaders such as Lilburne;
- popular and influential Leveller publications helped the spread of their ideas.

Candidates may consider challenging the proposition in the question by arguing that the Levellers were but one among a number of movements that had an impact on the growth of radicalism in this period. They may note:

- the spread and impact of radical political and religious ideas was much broader than the Leveller movement—political and religious ideas were promoted in pamphlets produced by various groups such as the Puritans and Anglican Church;
- that the Levellers were but one of a number of radical groups such as the Fifth Monarchists, Ranters and Diggers;
- that the government's political and religious policies had a great impact;
- that dissenting groups such as the Baptists and Quakers became well established, endured and outlived the Levellers;
- that the regicide had a significant impact—encouraging radical ideas.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Leveller movement had the most significant impact on the growth of radicalism in the period from 1642 to 1660.

## UNIT 4

### MARK SCHEME QUESTIONS 2 AND 3

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.

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

|                               |           |  |
|-------------------------------|-----------|--|
| <b>Band 6 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 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>B4C</b>                    | <b>16</b> | The response begins to show some characteristics of Band 4.<br><br><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 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  |