



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2016

HISTORY - UNIT 1
PERIOD STUDY 2

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

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INTRODUCTION

This marking scheme was used by WJEC for the 2016 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. 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 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 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 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.

How effectively did James I deal with the problems he faced 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 James dealt effectively with the problems he faced during his reign. 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 James dealt effectively with the problems he faced during his reign. In order to reach a substantiated judgement about this issue, candidates may argue that James did deal effectively with the problems he faced during his reign. The response might support this proposition by considering issues such as:

- any differences in religion did not lead to conflict or rebellion
- his government offered continuity and stability
- his foreign policy was consistent, stable and successful
- James's status, rule and kingship were never seriously threatened

Candidates might consider challenging the proposition in the question by arguing that in some respects James did not deal effectively with the problems he faced during his reign. The response might consider issues such as:

- religious differences were never resolved but set aside for his successor to deal with
- James's ongoing disputes with Parliament were never resolved
- he failed to resolve the monarchy's financial difficulties
- his use of favourites to rule the kingdom caused mounting tension
- it can be argued that James was only effective in temporarily keeping his problems at bay, storing up problems for his son, Charles I.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which James dealt effectively with the problems he faced during his reign.

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 rule of the Major-Generals the most significant development in government and politics in the period between 1625 and 1660?

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 significant development in government and politics in the period between 1625 and 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.

Candidates will offer an analysis and evaluation of the extent to which the rule of the Major-Generals was the most significant development in government and politics in the period between 1625 and 1660. In order to reach a substantiated judgement about this issue, candidates may argue that the rule of the Major-Generals was indeed the most significant development in government and politics in the period between 1625 and 1660. The response might support this proposition by considering issues such as:

- the first attempt to set up a system of military rule
- a constitutional experiment to establish multi-regional government
- attempted to deal with crime and disorder across the kingdom
- brought political and economic stability to regions badly affected by war

Candidates might consider challenging the proposition in the question by arguing that in some respects the establishment of the Major-Generals was but one significant development in government and politics among many others. The response might consider issues such as:

- the Petition of Right – setting limits on royal power
- the Personal Rule led to a royal dictatorship
- the Regicide and establishment of Republican government changed the political landscape
- the Instrument of Government - England's first written constitution.

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 significant development in government and politics in the period between 1625 and 1660.

ASSESSMENT GRID FOR SECTION A QUESTIONS

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 6 CHARACTERISTICS		<i>The response is fully focussed 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 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 substantiated judgement covering most of the set period.
B6L	26	The response begins to show some characteristics of Band 6
Band 5 CHARACTERISTICS		<i>The response is mainly focussed 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 most of the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering the whole 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 the essay and is able to provide an analytical, evaluative 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
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 focussed 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. 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 over the period in relation to the key concept. There may be some listing of developments and a series of mini judgements. There should be some focus on the key concept in the question set and there will be a balanced judgement; 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 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>
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” [throwaway / simplistic / bolt-on] judgement referring to the key concept in the set question which is not appropriately supported.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and / or factors related to the topic area.
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

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also 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 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 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 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 main cause of tension between the monarchy and its parliaments in the period 1603-1649 was religion.’ 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 religion was the main cause of tension between the monarchy and its parliaments in the period 1603-1649. 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 religion was the main cause of tension between the monarchy and its parliaments in the period 1603-1649. In order to reach a substantiated judgement about this issue, candidates may argue that religion did indeed contribute most to the tension between the monarchy and its parliaments before 1649. The response might support this proposition by considering issues such as:

- relations between James I and religious groups, both Puritans and Catholics
- Charles’s belief in Arminianism led to conflict within the Church
- the growth in radical Puritanism challenged the authority of the Church hierarchy
- the religious reforms of Laud caused resentment and opposition
- Scottish Presbyterianism and Irish Catholicism threatened the power and authority of the established or Anglican Church
- religion remained a divisive issue throughout the Civil War

Candidates might consider challenging the proposition in the question by arguing that religion was but one among a number of other factors that caused tension between the monarchy and its parliaments. The response might consider alternate factors such as:

- finance - disagreements over the raising of taxes and crown expenditure led to conflict
- Divine Right and the nature of royal power under James and Charles
- the rights and privileges of MPs as opposed to the powers of the royal favourites
- the Personal Rule led to a royal dictatorship which led to Civil War
- power and control became critical during the Civil War

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which religion was the main cause of tension and between the monarchy and its parliaments in the period 1603-1649.

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.

How far do you agree that the Bill of Rights was the most significant development in government and politics in Wales and England in the period between 1660 and 1715?

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 Bill of Rights was the most significant development in government and politics between 1660 and 1715. 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 Bill of Rights was the most significant development in politics and government between 1660-1715. In order to reach a substantiated judgement about this issue, candidates may argue that the Bill of Rights was indeed the most significant development in politics and government between 1660 and 1715. The response might support this proposition by considering issues such as:

- it led to Parliament defining and setting limits on royal power
- establishing powers of Parliament which enhanced its political power
- constitutional reform setting out relationship between Crown and Parliament
- establishing wider civil rights regarding the law and courts - the Crown could no longer behave in an arbitrary way

Candidates might consider challenging the proposition in the question by arguing that the Bill of Rights was but one among a number of other significant developments in government and politics. The response might consider alternate factors such as:

- Clarendon Code aimed at enforcing religious conformity with the Church of England. The Acts were the Corporation Act, the Act of Uniformity, the Convenience Act, and the Five Mile Act
- the CABAL - for the first time in English political history effective power in a royal council was shared by a group of men rather than dominated by a single royal "favourite"
- deposition of James II and accessions of William III and George I changed the nature of British kingship
- development of party politics enhanced the power and status of Parliament as a serious political debating institution

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Bill of Rights was the most significant development in politics and government between 1660-1715.

ASSESSMENT GRID FOR SECTION B QUESTIONS

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 6 CHARACTERISTICS		<i>The response is fully focussed 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 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 substantiated judgement covering most of the set period.
B6L	26	The response begins to show some characteristics of Band 6
Band 5 CHARACTERISTICS		<i>The response is mainly focussed 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>
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B5L	21	The response begins to show some characteristics of Band 5
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>
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B4L	16	The response begins to show some characteristics of Band 4

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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