



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2017

HISTORY - UNIT 3  
BREADTH STUDY 4

ROYALTY, REVOLUTION AND RESTORATION IN  
WALES AND ENGLAND, c. 1602-1715

1100UD0-1

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2017 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 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. 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 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 the issue of Divine Right the main cause of the difficulties encountered by the Crown in the period between 1603 and 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 issue of Divine Right was the main cause of the difficulties encountered by the Crown in the period between 1603 and 1642. They will consider a range of key concepts such as causation, consequences, 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 issue of Divine Right was the main cause of the difficulties encountered by the Crown in the period between 1603 and 1642. In order to reach a substantiated judgement about this issue, candidates may argue that the issue of Divine Right was mainly responsible for the difficulties encountered by the Crown in the period between 1603 and 1642. The response might support this proposition by considering issues such as:

- Divine Right was challenged by radical Parliamentary leaders such as Pym in terms of its legislative legality
- the King's attitude to his rights and privileges inherent in Divine Right caused friction with Parliament
- the King's refusal to discuss his divinely-inspired prerogatives caused tension
- the harsh measures he took to silence his critics caused more tension that eventually led to conflict with Parliament

Candidates might consider challenging the proposition in the question by arguing that there were other factors besides the issue of Divine Right that contributed to the difficulties encountered by the Crown. The response might consider issues such as:

- financial difficulties resulting from debt, overspending and failure to gain necessary funding from Parliament
- religious difficulties due to royal promotion of Arminianism and challenges from radical religious groups
- challenges to royal rule in Ireland and Scotland resulting in rebellion and war
- difficulties caused by unpopular ministers and servants of the Crown such as Strafford and Laud

Overall candidates will offer a debate and come to a substantial judgement regarding the extent to which the issue of Divine Right was the main cause of the difficulties encountered by the Crown in the period between 1603 and 1642.

## 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 political faction was mainly responsible for the problems which faced the monarchy 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 political faction was mainly responsible for the problems which faced the monarchy 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 political faction was mainly responsible for the problems which faced the monarchy between 1660 and 1715. In order to reach a substantiated judgement about this issue, candidates may argue that political faction was mainly responsible for the problems which faced the monarchy. The response might support this proposition by considering issues such as:

- Charles II's distrust of Parliament and reliance on the CABAL caused political problems and criticisms to royal rule
- development of personality politics which evolved into party politics in the 1680s
- development of and conflict between Whigs and Tories caused tension in Parliament after 1689

Candidates might consider challenging the proposition in the question by arguing that there were other factors that were responsible for the problems facing the monarchy. The response might consider issues such as:

- variable leadership and decision-making by the monarchs in the period sometimes caused problems
- religious policy veered between persecution and toleration
- foreign policy and issues arising such as secret negotiations with the French and later alliance with the Dutch followed by unpopular marriage between Princess Mary and William of Orange caused tension at home
- failure to secure the succession by producing an heir caused instability and fear e.g. of Charles II's Catholic brother James, no heir to succeed William and Mary other than sister Anne who also had no natural heir
- reliance on favourites to rule caused tensions and anger

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which political faction was mainly responsible for the problems which faced the monarchy between 1660 and 1715.

### INDICATIVE CONTENT FOR QUESTION 3 (COMPULSORY)

*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.*

#### **'Dissatisfaction with the Anglican Church was mainly responsible for the development of radicalism and dissent in the period 1603-1715.' 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 dissatisfaction with the Anglican Church was mainly responsible for the development of radicalism and dissent in the period 1603-1715. 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 dissatisfaction with the Anglican Church was mainly responsible for the development of radicalism and dissent in the period 1603-1715. In order to reach a substantial judgement about the issue, candidates may argue that dissatisfaction with the Anglican Church was mainly responsible for the development of radicalism and dissent in the period 1603-1715. The response might support this proposition by considering issues such as:

- the lacklustre leadership of the senior Church leaders turned many against the Anglican Church in the early part of the period
- the development of Arminianism within the Anglican Church caused a reaction which encouraged radicalism and dissent
- the religious policies of Laud and the introduction of a Laudian-style Church system of worship caused friction and invited challenges from radical religious leaders
- monarchical interference in the Anglican Church reduced the latter's ability to act independently either in its defence or in mounting an attack on the radicals within and without

Candidates might consider challenging the proposition in the question by arguing that there were other factors equally responsible for the development of radicalism and dissent in the period 1603-1715. The response might consider issues such as:

- development and spread of scientific ideas and intellectual inquiry led to a more challenging environment promoting radical debate
- development of religious ideas led to the fragmentation of Protestantism which gave rise to radical and dissenting groups
- the Civil War and Glorious Revolution provided the conditions that enabled radical groups to flourish
- the period of republicanism and Interregnum provided more opportunity for radicalism and dissent to develop

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which dissatisfaction with the Anglican Church was mainly responsible for the development of radicalism and dissent in the period 1603-1715.

## ASSESSMENT GRID FOR ALL QUESTIONS ON UNIT 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.*

<b>Band 6 CHARACTERISTICS</b>		<i>The response is specifically focused on discussing the key concept in the question set; it demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme; it provides a substantiated, sustained and integrated judgement covering the whole or nearly all of the set period</i>
B6H	30	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides a fully evaluative and lucid essay with a fully convincing substantiated judgement covering the whole of the set period.
B6M	28	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides an evaluative and lucid essay with a substantiated judgement covering nearly all of the set period.
B6L	26	The response begins to show some characteristics of Band 6

<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focussed on debating the key concept in the question set, it demonstrates mostly accurate and relevant knowledge of the key features and characteristics associated with the theme; it provides a supported, balanced and appropriate judgement covering the greater part of the set period</i>
B5H	25	The response clearly engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout the essay; the response provides an evaluative and well written essay with a balanced and appropriate judgement covering the greater part of the set period.
B5M	23	The response engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout most of the essay; the response provides an evaluative and well written essay with a mostly balanced and appropriate judgement covering the greater part of the set period.
B5L	21	The response begins to show some characteristics of Band 5

<b>Band 4 CHARACTERISTICS</b>		<i>The response has some focus on the key concept in the question set, it demonstrates some accurate and relevant knowledge of the key features and characteristics associated with the theme; it provides a generally supported and balanced judgement covering most of the set period.</i>
B4H	20	The response will be mainly focused on debating the key concept in the question set. There will be some meaningful discussion of how the main features and characteristics associated with the theme impacted on the key concept over most of the set period. 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 discuss how certain features and characteristics associated with the theme related to the key concept over most of the period. There will be a balanced judgement but there may well be some drift. <i>[Note that a general discussion of a number of factors supported by a judgement with a series of mini judgements at the end of each paragraph can be credited here.]</i>
B4L	16	The response begins to show some characteristics of Band 4

<b>Band 3 CHARACTERISTICS</b>		<i>The response has some accurate and relevant knowledge of the main issues associated with the relevant theme; there may be some weak reference to the key concept in the question set but it is usually restricted to a “for and against” discussion with some patchy period coverage</i>
B3H	15	The response tends to focus on using a highly structured series of features and characteristics associated with the theme rather than attempting to address the key concept in the question set. There will be reasonable period coverage and the response will 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 features and characteristics associated with the theme. There may be a weak focus and imbalanced judgement on the key concept in the question set.
B3L	11	The response begins to show some characteristics of Band 3



<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the general theme but is descriptive in tone with only very limited focus on discussing the key concept in the set question; period coverage will be narrow or lack chronology</i>
B2H	8	The response is a predominantly descriptive account of the features and characteristics associated with the theme. There may be a “tagged on” [ <i>throwaway / simplistic / bolt-on</i> ] judgement referring to the key concept in the set question which is not appropriately supported.
B2L	6	The response is limited to a descriptive account of the features and characteristics associated with the theme - basically narrative with no judgement attempted.

<b>Band 1 CHARACTERISTICS</b>		<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 associated theme.
B1L	3	The response is very brief and / or largely irrelevant.
	0	Use for incorrect answers