GCE A LEVEL MARKING SCHEME

SUMMER 2022

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

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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Marking guidance for examiners

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. This question is compulsory and the mark awarded to it is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts.

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.

- Advice on the specific question outlining **indicative content** that 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 must credit any further admissible evidence offered by candidates.

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 level are displayed. Third, a final mark for the question can then be awarded.

Summary of assessment objectives for Question 2 and Question 3

Question 2 and Question 3 assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. Candidates choose either Question 2 or Question 3. The mark awarded to each question is 30.

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.

- Advice on the specific question outlining **indicative content** that 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 must credit any further admissible evidence offered by candidates.

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 level are displayed. Third, 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.

The paper has a maximum tariff of 60.

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Question 1

AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

		Value of the sources	Analysis and evaluation of the sources in their historical context	Focus on the question set
Band 6	**26–30 marks**	The learner shows clear understanding of the strengths and limitations of the sources.	The sources are clearly analysed and evaluated in the specific and wider historical context.	The learner will make a sustained and developed attempt to utilise the sources to directly answer the question set.
Band 5	**21–25 marks**	The learner considers the strengths and limitations of the sources.	There is some analysis and evaluation of the sources in the specific and wider historical context.	The learner deploys the sources appropriately to support the judgement reached about the question set.
Band 4	**16–20 marks**	The learner develops a response which begins to discuss the strengths and limitations of the sources.	There is some analysis and evaluation of the sources with an awareness of the wider historical context.	The learner deploys the sources to support the judgement reached about the question set.
Band 3	**11–15 marks**	The learner uses most of the source material to develop a response.	There is some analysis and evaluation of the sources.	The learner begins to discuss the sources' use in the context of the question set.
Band 2	**6–10 marks**	The learner uses some of the source material to develop a response.	The learner begins to analyse and evaluate the sources but it is largely mechanical.	The learner attempts to comment on the sources' use but lacks context.
Band 1	**1–5 marks**	There is limited evidence of the use of the sources.	Sources are used for their content only.	
Award 0 marks for an irrelevant or inaccurate response.				

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

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0 1 **Using your understanding of the historical context, assess the value of these three sources to an historian studying the changes in government in the period from 1648 to 1652.**

Candidates will consider the value of the sources to an historian studying the changes in government in the period from 1648 to 1652. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given, if appropriate, where that learning is used to show understanding of the historical context. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A The general historical context of the source is an official report of events in England following the end of the second Civil War and is penned by a foreign ambassador. The author of the source offers an outsider's opinion of the current attitude towards the king. Candidates should use their understanding of the historical context to appreciate the motivation of those who engaged in negotiations with the king. They have clearly lost patience with him and are determined to remove him from power. This source is particularly useful because it shows that republican attitudes have hardened towards the king and they are beginning to explore more extreme methods of dealing with him. In short, Charles cannot be trusted. This gives the historian valuable evidence about the mindset of many of those who took part in the Civil War and the depth of the hatred that existed against the king. The Venetian ambassador is clearly well informed but much of his evidence has come by way of public pronouncements by the republican military high command.

Source B is an extract from a journal published by Parliament to inform the public as to the key events of the trial. It is written by an anonymous Parliamentary clerk who was present at the trial. Candidates should use their understanding of the historical context to identify this source as a piece of Parliamentary propaganda. This source clearly highlights the lengths to which Parliament are prepared to go to push their side of the story but also to show the king in a bad light. The source is a crucial in understanding the king's part in his own downfall – he was his own worst enemy. This is a very effective piece of evidence and does much to enhance our knowledge of the reasons why the king was tried and executed.

Source C is a pamphlet penned by a leading radical, Winstanley, who is a republican but not a supporter of the current government. This source is very useful in showing how Cromwell, the Commonwealth and Rump are being called to account in the post-monarchist world. There is deep suspicion of Cromwell's policies - religious/social/political. There is also some disquiet about the evident corruption among the officers of the new regime. Although the source is useful to an understanding of the attitudes of Winstanley and the Diggers towards the changes in the government initiated by Cromwell and the Rump, there is no reference to how the authorities/establishment viewed them. The source provides only one example of the beliefs of one radical group that existed within the Commonwealth. On the other hand, it may be representative of the distrust that many former supporters of Republicanism now feel towards Cromwell and his Commonwealth government.

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Questions 2 and 3

AO1: 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.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	**26–30 marks**	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	**21–25 marks**	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	**16–20 marks**	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	**11–15 marks**	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	**6–10 marks**		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	**1–5 marks**		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

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

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0 2 **To what extent was the Royalist defeat in the Civil War due to the actions of Charles I?**

Candidates will offer a supported appraisal of the reasons for the Royalist defeat in the Civil War, measuring – in relation to other relevant issues – the degree to which this was caused by the actions of Charles I. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the Royalist defeat in the Civil War was mainly due to the actions of Charles I may include the following.

- Charles's lack of strong leadership and his failure to inspire his supporters.
- Charles's role in recruiting troops from Ireland and the fear of Catholicism. This lost the Royalists support.
- Charles's failure to march on London.
- The collapse of Royalist morale following a series of military defeats and capture of key cities such as Bristol.
- Mistakes in Royalist strategy and leadership leading to losses in the battles of Naseby and Edgehill.

Arguments that suggest that the Royalist defeat in the Civil War was not due to the actions of Charles I may include the following.

- The quality of Parliamentary military leadership, in particular Fairfax 's abilities compared to Prince Rupert.
- The skills of the eventual Parliamentarian winning team of Cromwell and Fairfax; they commanded respect in political and military matters.
- Parliament's advantage in its manpower were evident in its appeal to—and ability to recruit from—the lower classes.
- The economic and financial strength of Parliament enabled it to finance the war.
- Parliament possessed better military and strategic resources.
- The creation of a fully equipped professional army (The New Model Army).

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0 3 **How successful were the new experiments in government in the period from 1653 to 1660?**

Candidates will offer a supported appraisal of the new experiments in government, measuring the strengths and limitations of their impact in the context of the specified period and perhaps in relation to other relevant issues. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the new experiments in government were successful during the specified period may include the following.

- The Rump and Barebone's, both of which were parliamentary experiments.
- The Instrument of Government.
- The Council of State and Protectorate.
- The rule of the Major-Generals.

Arguments that suggest that the new experiments in government were not, or less, successful during the specified period may include the following.

- Not all experiments were wholly successful. Some were only partially so but still made a mark, contributing, for example, to the development of Parliamentary government and procedure.
- Some clauses of the Instrument of Government were retained following the Restoration.
- The Council of State evolved into the Cabal of Charles II's reign.
- The Cruel of the Major-Generals resulted in failure.

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