GCE A LEVEL MARKING SCHEME

SUMMER 2022

HISTORY - UNIT 3
BREADTH STUDY 4

ROYALTY, REVOLUTION AND RESTORATION IN WALES AND ENGLAND c.1603–1715

1100UD0-1

© WJEC CBAC Ltd.

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.

© WJEC CBAC Ltd.

Marking guidance for examiners

Summary of assessment objectives for Unit 3

The questions each assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse, evaluate and reach substantiated judgements. In Theme 1, candidates choose one question from a choice of two. In Theme 2, candidates again choose one question from a choice of two. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme has two parts:

- An assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

- Advice on each 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 should seek to 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 band 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.

© WJEC CBAC Ltd.

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.					

© WJEC CBAC Ltd.

Theme 1 *The quest for political stability c.1603–1715*

0 1 **"Changing attitudes to royal power were mainly responsible for political instability between 1603 and 1715." Discuss.**

Candidates will offer a supported analysis of changing attitudes to royal power, measuring their significance to political instability – in relation to other relevant issues and in the context of the period specified. 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 changing attitudes to royal power were mainly responsible for political instability during the specified period may include the following.

- The growing strength of the political and landowning opposition to divine right and the Personal Rule led to instability.
- Resentment of divine right, the stubborn nature of the Stuart monarchs and envy of wealth and power contributed to the Civil War.
- The weak leadership of the monarchs combined with the self-centered and sometimes incompetent chief ministers and/or advisers contributed to political instability.
- The promotion of royal favourites caused resentment, which undermined trust and confidence in the monarchy.

Arguments that suggest that changing attitudes to royal power were not mainly responsible for political instability during the specified period may include the following.

- Financial problems and religious differences caused division and led to instability.
- Parliament, the assertiveness of MPs and the development of party politics contributed to political rivalry and instability.
- Changing relations with Ireland and Scotland led to conflict and instability.
- The execution of Charles I, the deposition of James II and the accession of William III and Bill of Rights and the revolutionary settlement served to undermine the political stability of the country.

© WJEC CBAC Ltd.

0 2 **To what extent did the governance of Wales and England change in the period from 1603 to 1715?**

Candidates will offer a supported appraisal of the governance of Wales and England across the specified period. measuring the degree to which it changed during the period specified. 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 governance of Wales and England underwent largescale changes during the specified period may include the following.

- Parliamentary legislation evolved to become a key part of government. It came to rival and eventually overtake royal proclamations in the administration of governance.
- There was a breakdown of governance during the Civil War, which led to lawlessness and areas where the local administration failed to function.
- There was a significant change with the advent of Republican/Puritan governance during the Interregnum such as the rule of the major generals.
- Restoration of royal government in 1660 resulted in a significant change in the operation of governance particularly in local government such as the abolition of the Council of Wales in 1689.
- The Bill of Rights changed the nature of governance by altering the relationship between Crown and Parliament.

Arguments that suggest that the governance of Wales and England changed little during the specified period may include the following.

- The nature and process of central government remained intact and largely unchanged.
- The monarch still commanded considerable authority and could still wield power mainly through patronage and reward.
- The relationship between Crown and Parliament remained tense but a working relationship was formalized and maintained.

© WJEC CBAC Ltd.

Theme 2 *Changing attitudes and ideas: radicalism, dissent and intellectual issues c.1603–1715*

0 3 **"Religious change had a greater impact on attitudes and ideas than the scientific revolution." Discuss with reference to the period from 1603 to 1715.**

Candidates will offer a supported analysis of religious change, measuring its impact – relative to that of the scientific revolution – on attitudes and ideas in the context of the period specified. 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 religious change had a greater impact on attitudes and ideas than the scientific revolution during the specified period may include the following.

- The development of Crown-sponsored Laudianism and Arminianism shaped attitudes to religion.
- The decline of the Anglican church and its attempt to adapt to the changing nature of religious worship affected a significant proportion of the population.
- The rise of religious sects such as the Puritans did much to shape attitudes towards dissenting and nonconformity in religion.
- The change in the relationship between church and state had a significant impact of the power and authority of the church and attitudes towards religious observance.

Arguments that religious change did not have a greater impact on attitudes and ideas than the scientific revolution during the specified period may include the following.

- The revolutionary ideas of Hobbes, Locke and Newton changed attitudes towards religion and the nature of religious beliefs and worship.
- The advances in medical research and techniques under men like Harvey undermined religious beliefs.
- The establishment of the Royal Society and royal patronage of science shaped and changing attitudes to god and religion.
- The challenge science posed to religious ideas and nature of worship was significant in changing attitudes and ideas.

© WJEC CBAC Ltd.

0 4 **To what extent did attitudes to radicalism and dissent change during the period from 1603 to 1715?**

Candidates will offer a supported appraisal of attitudes to radicalism and dissent across the specified period, measuring the extent to which they changed – 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 attitudes to radicalism and dissent underwent largescale changes during the specified period may include the following.

- The enforcement of Laudianism and Arminianism was unpopular and encouraged resistance and support for radical ideas.
- Free from royal control the Civil War and Interregnum witnessed an upsurge in support for radicalism and dissent.
- During the Interregnum the strict enforcement of Puritan values and beliefs led to a decline in support for radicalism but dissenting sects continued to prosper.

Arguments that suggest that attitudes to radicalism and dissent changed little during the specified period may include the following.

- The Anglican church continued to exert its authority and it enjoyed some success in adapting to the changing nature of religious worship.
- As the state religion there were always more Anglicans than there were radicals and/or dissenters.
- The revolutionary ideas of Hobbes, Locke and Newton challenged radical religious ideas and encouraged people to question the basis of religious belief.
- The developments in science posed a challenge to religious ideas and the nature of worship.
- Support for radical groups such as the Levellers, Diggers and Fifth Monarchists rose and fell relatively quickly, which suggests that their impact was limited in scope and scale.

© WJEC CBAC Ltd.