GCE AS MARKING SCHEME

SUMMER 2022

HISTORY - UNIT 1
PERIOD STUDY 2

GOVERNMENT, REVOLUTION AND SOCIETY IN WALES AND ENGLAND, C.1603–1715

2100UB0-1

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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 Unit 1

The questions in this examination assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. In Section A, candidates choose one question from a choice of two. In Section B, 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 the bands and marks that should be given to responses that 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 listed. 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 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.

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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.					

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Section A

0 1 **"During the period from 1653 to 1685, the Instrument of Government had the most significant impact on government and politics." Discuss.**

Candidates will offer a supported analysis of the Instrument of Government, measuring its impact on government and politics – in relation to other relevant issues, and in the context of the specified period. 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 Instrument of Government had the most significant impact on government and politics during the period may include the following.

- The suggestion that the Instrument may be considered England's first written constitution, and also that it granted freedom of worship.
- The idea that it provided for the establishment of the Republican government.
- That it defined the powers of and limitations on the Head of State.
- That it regulated the relationship between the Head of State and Parliament.

Arguments that suggest that the Instrument of Government did not have the most significant impact on government and politics during the period may include the following.

- The Instrument of Government was short lived, lasting, in its original form, for only four years.
- The second Protectorate Parliament (1657) replaced the Instrument with the Humble Petition and Advice.
- The Restoration ended Republican rule and institutions.
- Royal government evolved during the reign of Charles II – the idea and structure that defined the Instrument was forgotten.

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0 2 **Evaluate the impact of the Commonwealth on the lives of the people of Wales and England between 1649 and 1660.**

Candidates will offer a supported appraisal of the Commonwealth, measuring its impact on the lives of the people of Wales and England 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 Commonwealth had a significant impact on the lives of the people of Wales and England during the period may include the following.

- The changing political landscape of the country, which evolved from a monarchy to a republic and gave more people a political voice.
- The changing religious landscape of the country, which moved away from the Anglican Church to a Puritan form of worship. This affected the way people worshipped in church, and there was also a growth in the number and scale of religious sects.
- The Political upheaval caused by numerous failed parliaments and the establishment of Cromwell's Protectorate, which bordered on dictatorship.
- The Rule of the Major-Generals imposed military rule and became unpopular.
- The social effects that turned many people's worlds upside down as many members of the lower classes became empowered at the expense of the upper class.

Arguments that suggest that the Commonwealth did not have a significant impact on the lives of the people of Wales and England during the period may include the following.

- Cromwell's political power and the declining authority of successive short-lived Parliaments (for example the Rump/Barebones) did not affect or embrace all the people.
- Economic disruption had minimal impact on the day-to-day working lives of the mass of the people, and the rise in unemployment was geographically patchy.
- It was likely that few people would have noticed much change, since the gentry landowners largely remained in control of the localities.

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Section B

0 3 **"Divine right caused more tension between Crown and Parliament than any other issue during the period from 1603 to 1642." Discuss.**

Candidates will offer a supported analysis of divine right, measuring its impact in causing tension between Crown and Parliament: in relation to other relevant issues, and in the context of the specified period. 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 divine right caused more tension between Crown and Parliament than any other issue during the period may include the following.

- The nature of royal power under James and Charles, which was called into question.
- The emphasis on the Great Chain of Being to quell opposition.
- The arbitrary conduct of monarchs in government and politics.
- The exploitation of feudal rights and the by-passing of Parliament.

Arguments that suggest that divine right did not cause more tension between Crown and Parliament than any other issue during the period may include the following.

- Finance was more significant as there was, for example, disagreement over the raising of taxes and Crown expenditure.
- The rights and privileges of MPs were an issue.
- There was tension over Royal favourites.
- The Personal Rule was a source of discontent.
- The war was a significant issue.
- The religious reforms of Laud caused resentment and opposition.
- Scottish Presbyterianism and Irish Catholicism were both problematic.

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0 4 **To what extent was the power and authority of the Crown greater in 1715 than it had been at the Restoration in 1660?**

Candidates will offer a supported appraisal of the power and authority of the Crown across the specified period, measuring the degree to which it grew, decreased or fluctuated. 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 power and authority of the Crown was greater in 1715 than it had been at the Restoration in 1660 may include the following.

- The restoration of the Crown, which subsequently remained in power in spite of changes and challenges.
- The respect commanded by the monarchy, which wielded great political power.
- The constitutional strength of the monarchy, which remained virtually intact.
- The Crown's continued direction of foreign policy, with the power to make war and peace.

Arguments that suggest that the power and authority of the Crown was not greater in 1715 than it had been at the Restoration in 1660 may include the following.

- Parliament had attempted to define the limits on royal power at the Restoration.
- The succession posed a significant problem for every monarch and Parliament after 1660.
- The Bill of Rights (1689) enhanced Parliament's political power.
- Three monarchs were invited to take the Crown: Charles II, William III, and George I.
- The establishment of wider civil rights regarding the law and courts meant that the Crown could no longer behave in an arbitrary way.
- The development of party politics had a substantial impact.
- The removal of James II in 1688 indicated the limits of the Crown's power.

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