



**GCE MARK SCHEME (LEGACY)**

**SUMMER 2016**

**HISTORY - UNIT HY4  
PERIOD STUDY 2**

**ASPECTS OF THE HISTORY OF WALES AND  
ENGLAND c. 1603-1715**

**1234/02**

## **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.

**HISTORY**  
**MARK SCHEME**  
**HY4**  
**PERIOD STUDY 2**  
**ASPECTS OF THE HISTORY OF WALES AND ENGLAND**  
**c. 1603-1715**  
**SECTION A**

**Distribution of marks within each level for each question, explaining the weighting for each assessment objective.**

	<b>AO1a</b>	<b>AO1b</b>	<b>Total</b>
<b>Level 1</b>	1 mark	1-3 marks	4
<b>Level 2</b>	2-3 marks	4-11 marks	14
<b>Level 3</b>	4-6 marks	12-16 marks	22
<b>Level 4</b>	7-10 marks	17-22 marks	32
<b>Level 5</b>	11-12 marks	23-28 marks	40

**Marking guidance**

**Deciding on the mark point within a level**

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

**Quality of written communication**

This issue is determined by the quality of written communication as described in the level descriptor in which the answer has been placed. Examiners should place the response at the appropriate sub-level. If the quality of the written communication descriptor is warranted, then the highest mark within that sub-level should be awarded.

## ASSESSMENT GRID FOR SECTION A ESSAYS

Target: AO1

Total mark: 40

Focus: *Recall, selection and deployment of appropriate historical knowledge; demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements about key concepts*

<b>Level 1</b>
<p>Generally at this level, the candidate's response will be brief and / or irrelevant to the question set. They may recall some historical knowledge and they will show some accuracy in spelling, punctuation and grammar</p> <p><b>Award 0 for incorrect or incomplete answers.</b></p>

<b>Level 1</b>	<b>Assessment Objective 1(a)</b>	<b>Assessment Objective 1(b)</b>
	<b>(1 mark)</b>	<b>(1-3 marks)</b>
	<p>The candidate is able to recall some historical knowledge and there is some accuracy in spelling, punctuation and grammar.</p>	<p><b>Low Level 1: 1 mark</b></p> <p>The answer will be limited to generalised comments on the topic with little understanding of the concept set in the question and is generally irrelevant.</p> <p><b>High Level 1: 2 -3 marks</b></p> <p>The answer will be limited to some comments on the topic with little understanding of the concept set in the question.</p>

## Level 2

Generally at this level, candidates will show evidence of understanding in their explanation of the key concept set in the question. They will show evidence of understanding through limited analysis and explanation. They will offer some judgement about the key concepts. They will be able to recall, select and deploy some relevant historical knowledge appropriately. The candidates will convey meaning with some clarity and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar.

Level 2	Assessment Objective 1(a)	Assessment Objective 1(b)
	(2-3 marks)	(4-11 marks)
	<p><b>Low Level 2: 2 marks</b></p> <p>The candidate is able to recall, select and deploy some general knowledge of the period with some appropriate vocabulary, spelling, punctuation and grammar.</p> <p><b>High Level 2: 3 marks</b></p> <p>The candidate is able to recall, select and deploy general knowledge of the key issues in the period set with mostly appropriate vocabulary, spelling, punctuation and grammar.</p>	<p><b>Low Level 2: 4-7 marks</b></p> <p>The answer will begin to show some evidence of limited understanding and explanation of factors. It will offer some comments about the relationships between the key issues and features of the historical period. The answer will be generally focussed on the topic area and has some basic explanation of something in the question; these answers may well be a narrative account with little attempt to provide a judgement on the question set.</p> <p><b>High Level 2: 8-11 marks</b></p> <p>The answer will begin to focus on the set question and will show some limited analysis and explanation of the concept set in the question. It will offer some judgement about the relationship between the key historical features and characteristics in relation to the question set. The answer will be relevant and valid but with a weak or sketchy focus on the key concept in the question; a largely topic based response with little specific judgement offered on the question set.</p>

## Level 3

Generally at this level, candidates will show evidence of understanding through analysis and explanation. They will reach a judgement about the key concepts supported by the arguments they deploy. Candidates will recall, select and deploy relevant historical knowledge and will convey meaning clearly and with appropriate vocabulary, organisation and spelling, punctuation and grammar.

Level 3	Assessment Objective 1(a)	Assessment Objective 1(b)
	(4-6 marks)	(12-16 marks)
	<p><b>Low Level 3: 4 marks</b></p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with some appropriate vocabulary, spelling, punctuation and grammar.</p> <p><b>Mid Level 3: 5 marks</b></p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar.</p>	<p><b>Low Level 3: 12 marks</b></p> <p>The answer has some focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer some valid discussion 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. The answer may well be a largely narrative account but with some attempt to provide a judgement on the question set. The judgement, though present at some point in the response, tends not to be supported by the argument being made though it may well have factual support.</p> <p><b>Mid Level 3: 13-14 marks</b></p> <p>The answer has an appropriate focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid discussion 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. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a judgement on the question set. The judgement, though present at some point in the response, tends to be partially supported by the argument being made in the response. The responses may follow a listing approach but there will be some focus and judgement on the key concept in the question set.</p>

	<p><b>High Level 3: 6 marks</b></p> <p>The candidate is able to recall, select and deploy generally relevant historical knowledge and the response will be clearly expressed with appropriate language and structure and appropriate spelling, punctuation and grammar.</p>	<p><b>High Level 3: 15-16 marks</b></p> <p>The answer has a clear focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and broadly balanced discussion 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. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a broadly balanced judgement on the question set. The judgement, though present at some point in the response, is generally supported by the argument being made in the response. These responses may well discuss the key issue in the question set when coming to a judgement by considering factors for and against, often as two half essays.</p>
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## Level 4

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and mostly sustained judgement about the key concepts. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently with appropriate spelling, punctuation and grammar.

Level 4	Assessment Objective 1(a)	Assessment Objective 1(b)
	<b>(7-10 marks)</b>	<b>(17-22 marks)</b>
	<p><b>Low Level 4: 7 marks</b></p> <p>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</p> <p><b>Mid Level 4: 8 marks</b></p> <p>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer communicates clearly with appropriate language and structure and appropriate spelling, punctuation and grammar.</p>	<p><b>Low Level 4: 17-18 marks</b></p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and meaningful discussion 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. The answer will include specific supporting arguments to reach a substantiated judgement on the question set so that the judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated judgement regarding the key concepts though there may be some lack of focus in sustaining the judgement.</p> <p><b>Mid Level 4: 19-20 marks</b></p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion 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. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated and sustained judgement regarding the key concepts.</p>



	<p><b>High Level 4: 9-10 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge; the answer communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</p>	<p><b>High Level 4: 21-22 marks</b></p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of a thorough understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion 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. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated, supported and sustained judgement regarding the key concepts.</p>
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## Level 5

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and fully sustained judgement about the key concepts. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently using appropriate language and structure, and using spelling, punctuation and grammar with a high degree of accuracy

Level 5	Assessment Objective 1(a)	Assessment Objective 1(b)
	(11-12 marks)	(23-28 marks)
	<p><b>Low Level 5: 11 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge. Answers will be fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure.</p> <p><b>High Level 5: 12 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge is recalled, selected and deployed. Answers will be lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</p>	<p><b>Low Level 5: 23-25 marks</b></p> <p>The answer has throughout a specific focus on discussing the key concepts in the question set. The answer will include supporting arguments covering most of the period set in the question. Understanding is further shown through well focussed analysis and evaluation of the key features and characteristics of the historical period which leads to a substantiated, sustained and integrated judgement regarding the key concepts such as causation, consequence, continuity, change and significance.</p> <p><b>High Level 5: 26-28 marks</b></p> <p>The answer sustains a specific focus on discussing the key concepts in the question set. The answer will include supporting arguments covering the whole of the period set in the question. Understanding is further shown through well focussed analysis and evaluation of the key features and characteristics of the historical period which leads to a substantiated, sustained and integrated judgement regarding the key concepts such as causation, consequence, continuity, change and significance.</p>

## INDICATIVE CONTENT FOR SECTION A QUESTION 1

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **To what extent was political self-interest mainly responsible for England's changing relations with Ireland and Scotland up to 1649?**

Candidates are expected to consider and debate, over and within the given period, the full range of issues that affected the key concept in the question – in this case, the extent to which political self-interest was mainly responsible for England's changing relations with Ireland and Scotland. 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 whether political self-interest was mainly responsible for England's changing relations with Ireland and Scotland, in the context of other factors such as the Bishop's Wars, the Irish rebellion, the Crown's unpopular policies, political, economic and social problems and the Civil War itself. In order to reach a substantiated judgement about the causes of England's changing relations with Ireland and Scotland, candidates may consider and debate a range of issues such as:

- plantation policy of James I in Ulster
- political and military pacification of Ireland by James
- political self-interest caused problems with the unpopularity of Strafford's strict rule in Ireland and his increasingly dictatorial rule in England
- political self-interest was also seen as the English Parliament sought to influence the Scottish Parliament against the King though it largely ignored the Irish parliament
- in political terms only Scotland mattered, the Irish elites (Irish Parliament) were divided and politically weak
- James's employment of Scottish advisors at Court
- James's management at religion in Scotland and relationship with the Kirk: relations remained cordial for the most part
- the Crown's religious policies under Laud were unpopular in England but more so in Ireland and Scotland
- tension with the Irish and Scots contributed to the outbreak of the Civil Wars – Bishops' Wars and Irish rebellion
- in the Civil War the key factors were more often allegiance and support: the Irish were largely pro-Royalist whilst the Scots were anti-royalist
- some account must be taken of cultural and religious differences and conflict over England's control of the economy of the other countries

## INDICATIVE CONTENT FOR SECTION A QUESTION 2

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **To what extent was the Bill of Rights mainly responsible for the changing relationship between the Crown and Parliament between 1685-1715?**

Candidates are expected to consider and debate, over and within the given period, the full range of issues that affected the key concept in the question – in this case, whether the Bill of Rights was mainly responsible for the changing relationship between the Crown and Parliament. 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 whether the Bill of Rights was mainly responsible for the changing relationship between the Crown and Parliament in the context of other causes such as the deposition of James II, the rise of party politics, the Glorious Revolution and the accession of William and Mary. In order to reach a substantiated judgement about the factors responsible for changing the relationship between Crown and Parliament, candidates may consider and debate a range of issues such as:

- candidates might suggest that the monarchy was weaker after the deposition of James II because a king had been effectively removed by a parliament
- there was no return to republicanism or parliamentary government - Parliament's invitation to William and Mary to become joint rulers demonstrates the country's dependence on monarchy i.e. parliament seemed unable to rule without a king/queen.
- although the Bill of Rights tipped the balance of power firmly Parliament's way the Crown still had considerable authority
- William III was a stronger, efficient and more forceful king who had the power to take England to war against France. The monarchy could manipulate Parliament by influencing MPs. Candidates may point out that in 1708 Anne refused to sign into law Acts of Parliament she did not agree with. They might argue that this shows that the power of the monarchy was apparently undiminished
- could a document such as the Bill of Rights lead to the transfer of power away from the Crown to Parliament? Was the Crown stronger or weaker in 1715 than it had been in 1685? Candidates might suggest that the changing relationship depended on the personality of the individual monarch and the attitude of the political nation to them – James (inefficient, hated and feared), William and Mary (efficient, respected but unloved) and Anne (considered weak and ineffectual)
- the extent to which there was continuity as well as change in the relationship between the Crown and Parliament during and over this period, for example both institutions continued to exist and work with each other

## SECTION B

Distribution of marks within each level for each question, explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1 mark	1-3 marks	4
Level 2	2-3 marks	4-11 marks	14
Level 3	4-6 marks	12-16 marks	22
Level 4	7-10 marks	17-22 marks	32
Level 5	11-12 marks	23-28 marks	40

### Marking guidance

#### Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

#### Quality of written communication

This issue is determined by the quality of written communication as described in the level descriptor in which the answer has been placed. Examiners should place the response at the appropriate sub-level. If the quality of the written communication descriptor is warranted, then the highest mark within that sub-level should be awarded.

## ASSESSMENT GRID FOR SECTION B ESSAYS

Target: AO1

Total mark: 40

**Focus:** *Recall, selection and deployment of appropriate historical knowledge; demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements about the relationships between key features and characteristics of the period studied*

### Level 1

Generally for this level, the candidate's response will be brief and / or irrelevant to the question set. They may recall some historical knowledge and they will show some accuracy in spelling, punctuation and grammar

**Award 0 for incorrect or incomplete answers.**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
	(1 mark)	(1-3 marks)
	The candidate is able to recall some historical knowledge and there is some accuracy in spelling, punctuation and grammar.	<p><b>Low Level 1: 1 mark</b></p> <p>The answer will be limited to generalised comments on the topic with little understanding of the concept set in the question and is generally irrelevant.</p> <p><b>High Level 1: 2-3 marks</b></p> <p>The answer will be limited to some comments on the topic with little understanding of the concept set in the question.</p>

## Level 2

Generally for this level, candidates will show appropriate evidence of understanding in their explanation of the key concept set in the question. They will show evidence of understanding through limited analysis and explanation. There will be some attempt at an historical overview. They will offer some judgement about the key concepts. They will be able to recall, select and deploy some relevant historical knowledge appropriately. The candidates will convey meaning with some clarity and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar.

Level 2	Assessment Objective 1(a)	Assessment Objective 1(b)
	(2-3 marks)	(4-11 marks)
	<p><b>Low Level 2: 2 marks</b></p> <p>The candidate is able to recall, select and deploy some general knowledge of the period with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</p> <p><b>High Level 2: 3 marks</b></p> <p>The candidate is able to recall, select and deploy general knowledge of the key issues in the period set with some appropriate vocabulary, spelling, punctuation and grammar.</p>	<p><b>Low Level 2: 4-7 marks</b></p> <p>The answer will begin to show some evidence of limited analysis and explanation of factors. It will offer some judgement about the relationships between the key issues and features of some of the historical period. The answer will be generally focussed on the topic area and has some basic explanation of something in the question; the answer may well be a narrative account with little attempt to provide a judgement on the question set.</p> <p><b>High Level 2: 8-11 marks</b></p> <p>The answer will begin to focus on the set question and will show some limited analysis and explanation of the concept set in the question. It will offer some judgement about the relationship between the key features and characteristics of some of the historical period. There will be some attempt at an historical overview. The answer will be relevant and valid but with a weak or sketchy focus on the key concept in the question; a largely topic based response with little specific judgement offered on the question set.</p>

## Level 3

Generally at this level, candidates will show appropriate evidence of understanding through analysis and explanation. There will be some attempt at an historical overview. There will be some attempt to make historical connections and show an appreciation of change and continuity over time. They will reach a judgement about the key concepts supported by the arguments they deploy. They will reach a judgement about the relationships between the key features and characteristics of the period studied. Candidates will recall, select and deploy relevant historical knowledge and will convey meaning clearly and with appropriate vocabulary, organisation and spelling, punctuation and grammar.

Level 3	Assessment Objective 1(a)	Assessment Objective 1(b)
	(4-6 marks)	(12-16 marks)
	<p><b>Low Level 3: 4 marks</b></p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with some appropriate vocabulary, spelling, punctuation and grammar.</p> <p><b>Mid Level 3: 5 marks</b></p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar.</p>	<p><b>Low Level 3: 12 marks</b></p> <p>The answer has some focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer some valid discussion, covering some or most of 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. There will be an attempt at an historical overview. The answer may well be a largely narrative account but there will be some attempt to provide supporting arguments for the judgement made.</p> <p><b>Mid Level 3: 13-14 marks</b></p> <p>The answer has an appropriate focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid discussion and judgement, covering some or most of 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. There will be an attempt at an historical overview. The answer may well be a largely narrative account but there will be some attempt to provide supporting arguments for the judgement made.</p>



	<p><b>High Level 3: 6 marks</b></p> <p>The candidate is able to recall, select and deploy generally relevant historical knowledge and the response will be clearly expressed with appropriate language and structure and appropriate spelling, punctuation and grammar.</p>	<p><b>High Level 3: 15-16 marks</b></p> <p>The answer is focussed on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and broadly balanced discussion covering some or most of 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. There will be a clear attempt at an historical overview. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a broadly balanced judgement on the question set.</p>
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## Level 4

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and mostly sustained judgement about the relationships between the key features and characteristics of the period studied. There will be a mostly sustained attempt at an historical overview. There will be a mostly sustained focus to make historical connections and show an appreciation of the complexities of change and continuity, drawing together developments from across the period study and from across a range of different perspectives. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently using appropriate language, structure, spelling, punctuation and grammar with a high degree of accuracy.

Level 4	Assessment Objective 1(a)	Assessment Objective 1(b)
	(7-10 marks)  <b>Low Level 4: 7 marks</b>  The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.	(17-22 marks)  <b>Low Level 4: 17-18 marks</b>  The answer has a clear focus on the key concept in the question set, drawing together some developments from across the period study and from across a range of different perspectives, and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and meaningful discussion covering most of 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. The answer will include specific supporting arguments to reach a substantiated judgement on the question set so that the judgement is substantially supported by the arguments being made in the response.
	<b>Mid Level 4: 8 marks</b>  The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer communicates clearly with appropriate language and structure and appropriate spelling, punctuation and grammar.	<b>Mid Level 4: 19-20 marks</b>  The answer has a focus on the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives, and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion covering most or all of 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. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response.

	<p><b>High Level 4: 9-10 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge; the answer communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</p>	<p><b>High Level 4: 21-22 marks</b></p> <p>These responses will reach a mostly substantiated, supported and sustained judgement regarding the key concepts. The answer has a focus on the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives and is able to show evidence of a thorough understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion covering most or all of 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. The answer will include specific supporting arguments to reach a mostly substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response.</p>
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## Level 5

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and fully sustained judgement about the relationships between the key features and characteristics of the period studied. Candidates will use an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate. There will be a fully sustained focus on providing an historical overview, to make historical connections and show an appreciation of the complexities of change and continuity throughout the full period set. Candidates will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and lucidly using appropriate language, structure, spelling, punctuation and grammar with a high degree of accuracy.

Level 5	Assessment Objective 1(a)	Assessment Objective 1(b)
	(11-12 marks)	(23-28 marks)
	<p><b>Low Level 5: 11 marks</b> The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge. Answers will be fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure.</p> <p><b>High Level 5: 12 marks</b> The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge is recalled, selected and deployed. Answers will be lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</p>	<p><b>Low Level 5: 23-25 marks</b> The answer has throughout a specific focus on discussing the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives. Understanding is shown through well focussed analysis and evaluation of the key concepts, such as causation, consequence, continuity, change and significance, which leads to a substantiated and sustained judgement regarding the set question. The answer will include supporting arguments covering change and continuity and other key characteristics and concepts to reach a substantiated and sustained judgement covering most of the period set.</p> <p><b>High Level 5: 26-28 marks</b> The answer has throughout a specific focus on discussing the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives. Understanding is shown through well focussed analysis and evaluation of the key concepts such as causation, consequence, continuity, change and significance, which leads to a substantiated and sustained judgement regarding the set question. The answer will include supporting arguments covering change and continuity and other key characteristics and concepts within the period set to reach a highly substantiated and sustained judgement. The response offers a meaningful discussion of the key issue in the question and comes to a balanced judgement that is sustained and integrated; fully focussed on the key issue in the question and covering the full period set.</p>

## INDICATIVE CONTENT FOR SECTION B QUESTION 1

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **‘The growth in protest and disorder in the period between 1603 and 1715 owed more to political radicalism than economic depression’. Discuss.**

Candidates are expected to analyse, evaluate and explain, over and within the given period, the interconnection and relationship between full range of issues that affected the key concept in the question – in this case, the extent to which political radicalism rather than economic depression contributed most to the growth in protest and disorder. They will include a range of historical perspectives and key concepts such as causation, consequence, continuity, change and significance where appropriate.

Candidates will offer an analysis and evaluation of whether political radicalism rather than economic depression was mainly responsible for the growth in protest and disorder in the context of other factors such as the Civil War, political instability, government policies, the tense relationship between the Crown and Parliament, religious conflict, famine and unemployment. In order to reach a substantiated judgement about the most significant contribution to protest and disorder, candidates may consider and debate a range of issues such as:

- the influence of radicalism and radical ideas, the spread of literacy and broadsheets in promoting disobedience/disaffection leading to protest and disorder
- the decline in the moral authority of the Church and the prevailing political instability caused by war and the frequent changes of government (and head of state)
- the impact of economic change was also a major factor – the development of landed estates and changes in agriculture and the rise in industry and development of towns
- economic depression was also a factor with foreign trade disrupted by war and domestic trade affected by Civil War and unrest - leading to unemployment and social disaffection.
- candidates might challenge the question and begin to consider other more immediate and fundamental factors such as unemployment and hunger/famine
- the impact of the decline in the power and authority of the Crown led to the breakdown of law and order especially during the Civil War (1642-48) and the period of the Glorious Revolution (1688)
- the rising tide of disobedience may have been due to the oppressive rule of the Crown or the Lord Protector during the republic
- the extent to which there was continuity as well as change in protest and disorder during and over this period

## INDICATIVE CONTENT FOR SECTION B QUESTION 2

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **To what extent were England's relations with foreign powers mainly influenced by the desire for colonies in the period between 1603 and 1715?**

Candidates are expected to analyse, evaluate and explain, over and within the given period, the full interconnections and relationship between a range of issues that affected the key concept in the question – in this case, the extent to which England's relations with foreign powers was mainly determined by the desire for colonies. They will include a range of historical perspectives and key concepts such as causation, consequence, continuity, change and significance where appropriate.

Candidates will offer an analysis and evaluation of whether England's relations with foreign powers was mainly influenced by the desire for colonies in the context of other factors such as trade and commercial rivalry along with political and religious differences. In order to reach a substantiated judgement about the most significant factors in England's relations with her continental neighbours, candidates may consider and debate a range of issues such as:

- candidates may seek to explore how the need to fulfil England's desire for colonies contributed to the shaping of her foreign policy - commercial rivalry in the New World, the need to defend and protect the kingdom and the relationship between England and her continental neighbours varied over time.
- the opening up of North America for colonisation and the offering of landed and financial inducements to attract settlers
- establishing ports in the Caribbean and Africa for trade.
- religious issues connected with the ongoing conflict between Protestant and Catholic states – France and Spain. Candidates will show that the Dutch were fellow Protestants which did not lead to prolonged peaceful relations
- the contrast between Charles II's treaty with the French and William III's determination to make war against Louis XIV of France
- issues such as war, marriage, politics, diplomatic alliances
- changing relations with Spain, the Empire, France and the Netherlands
- the extent to which there was continuity as well as change in foreign relations during and over this period