



GCE MARK SCHEME (LEGACY)

SUMMER 2016

**HISTORY - UNIT HY1
PERIOD STUDY 2**

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

1231/02

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
UNIT HY1
PERIOD STUDY 2
ASPECTS OF THE HISTORY OF WALES AND ENGLAND, c. 1603-1715

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-3 marks | 1-5 marks | 8 |
| Level 2 | 4-6 marks | 6-10 marks | 16 |
| Level 3 | 7-8 marks | 11-16 marks | 24 |

Marking guidance for examiners

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 should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

| Level | Mark | Descriptor |
|--|------|---|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-8 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p> |
| 2 | 9-16 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |

| | | |
|---|-------|--|
| 3 | 17-24 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |
|---|-------|--|

INDICATIVE CONTENT FOR QUESTION 1(a)

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.

Explain why Archbishop William Laud was unpopular.

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why Archbishop William Laud was unpopular. Some of the issues to consider may include:

- Laud's close relationship with the king caused jealousy
- Laud's arrogance and high handed action made him enemies
- Laud's association with unpopular religious reforms
- Parliament's opposition to royal policy framed and enforced by Laud as one of the king's chief councillors
- the Crown's support for Laud was weak and indecisive
- Laud was hated due to ruthless propaganda of his radical enemies

INDICATIVE CONTENT FOR QUESTION 2(a)

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.

Explain why Oliver Cromwell became Lord Protector.

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why Oliver Cromwell became Lord Protector. Some of the issues to consider may include:

- growing discontent of hardline republicans with parliamentary government
- the need for a more effective and efficient means of government and administration
- Cromwell's impatience and dissatisfaction with role and conduct of MPs
- to establish the first written constitution with a Lord Protector at its head
- to establish primacy and influence of army officers in the government of Britain

INDICATIVE CONTENT FOR QUESTION 3(a)

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.

Explain why there were concerns over the succession during the reign of Charles II.

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why there were concerns over the succession during the reign of Charles II. Some of the issues to consider may include:

- lack of male heir/successor to Charles II
- the unpopularity of James II led to the Exclusion Crisis in 1679-1681
- fear of political instability and possible return to civil war
- fear of Catholic religion and influence of papacy in England
- party political rivalry between Tories and Whigs
- James's pact with the Catholic French
- growing political tension and unrest in Parliament

INDICATIVE CONTENT FOR QUESTION 4(a)

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.

Explain why there was religious reform in Wales after 1650.

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why there was religious reform in Wales after 1650. Some of the issues to consider may include:

- missionary zeal to convert and recruit the Welsh to Puritanism/Presbyterianism
- to improve religious knowledge and to increase and improve opportunities for teaching and learning
- the Propagation Commission also took over the government of Wales
- to better control Wales via its government/administration and religion
- to enlist the support of the Welsh for the Republic/to crush potential opposition to the new republican regime.
- to eject unfit ministers

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-4 marks | 1-8 marks | 12 |
| Level 2 | 5-8 marks | 9-16 marks | 24 |
| Level 3 | 9-12 marks | 17-24 marks | 36 |

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 should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

| Level | Mark | Descriptor |
|--|-------|--|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-12 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p> |
| 2 | 13-24 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> |

| | | |
|---|-------|--|
| | | <p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |
| 3 | 25-36 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |

INDICATIVE CONTENT FOR QUESTION 1(b)

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 did the Long Parliament have the most significant influence on politics and government in the period 1603-1642?

Candidates are expected to reach a substantiated and supported judgement about whether the Long Parliament had the most significant influence on politics and government in the period 1603-1642.

The influence of the Long Parliament should be analysed and evaluated in relation to issues such as:

- last Parliament to be called – suspicion on both sides
- Charles reluctantly forced to call Parliament after dismissing the Short Parliament
- Charles's arrogant attitude to Parliament and his demand for money to fight the Scots
- MPs demand to have their grievances heard first before any grant of money/subsidy
- constitutionally significant turning point in relations between Crown and Parliament – led directly to war

The influence of the Long Parliament should be evaluated against other influences on politics and government in this period. Some of the issues to discuss may include:

- financial problems
- religious policy
- Parliament and the growing assertiveness of MPs
- foreign policy
- relations with Ireland (rebellion of 1641) and Scotland (Bishops' Wars 1638-1639)
- unpopularity of James I and Charles I
- unpopularity of royal favourites
- credit responses which point out that the influence of the Long Parliament in the context of the whole period was limited as it only was called in 1640 and its significance carried on after 1642

INDICATIVE CONTENT FOR QUESTION 2(b)

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 did the Rump Parliament have the most significant influence on government in the period 1637-1660?

Candidates are expected to reach a substantiated and supported judgement about whether the Rump Parliament had the most significant influence on government in the period 1637-1660.

The influence of the Rump Parliament should be analysed and evaluated in relation to issues such as:

- members supported revolutionary changes
- some members took part for financial advantage
- some members tried to establish civilian power as opposed to military control
- ambition for political power
- aimed to restrict the more extreme religious sects like the Quakers and the Ranters

The influence of the Rump Parliament should be evaluated against other influences on government in the period 1637-1660. Some of the issues to discuss may include:

- the Civil War itself
- the Regicide
- the First Protectorate Parliament
- the rule of the Major-Generals
- the collapse of the republic
- the constitutional implications of the Instrument of Government
- foreign affairs and religious policy

INDICATIVE CONTENT FOR QUESTION 3(b)

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 social and economic issues the most significant problems facing Charles II between 1660 and 1685?

Candidates are expected to reach a substantiated and supported judgement about whether social and economic issues were the most significant problems facing Charles II in the period 1660-1685.

The significance of social and economic issues should be analysed and evaluated in relation to issues such as:

- plague and other epidemics that affected a large proportion of the population
- rising unemployment and growth in the spread of poverty
- decline in overseas trade due to war with the Dutch
- the destruction of London due to the fire of 1666

The significance of social and economic issues should be evaluated against other problems facing Charles II. Some of the issues to discuss may include:

- the development of parliament and parliamentary power and influence
- the decline in the power and authority of the crown
- the development of political ideas and party politics
- foreign affairs
- religious differences and tensions

INDICATIVE CONTENT FOR QUESTION 4(b)

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 Civil War the most important influence on the growth of Radicalism and Dissent in the period 1645-1681?

Candidates are expected to reach a substantiated and supported judgement about whether the Civil War was the most important influence on the growth of radicalism and dissent in the period 1645-1681.

The influence of the Civil War should be analysed and evaluated in relation to issues such as:

- the chaos ensuing from the war provided opportunity for radical religious groups to propagate and disseminate their ideas
- influence of Puritanism within the army
- spread of Puritan ideas
- the influence and impact of the Putney debates
- the execution of the King and subsequent decline in the power and authority of the State church
- greater toleration and lessening of persecution.

The importance of the Civil War should be evaluated against other influences on the growth in radicalism and dissent. Some of the issues to discuss may include:

- general popularity of radicalism/dissent
- reaction against the restoration of Anglican Church in 1660
- Cromwell and Charles II's failure to control radical ideas and groups
- encouragement of radical dissenters and dissenting groups during and after the Civil War followed by persecution after 1660
- supported and promoted by Cromwell during the Interregnum
- Parliament and political power of radical MPs – Barebones Parliament etc