



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

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

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 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 GCE HISTORY**  
**UNIT 4 - DEPTH STUDY 2**  
**ROYALTY, REBELLION AND REPUBLIC c.1625-1660**  
**PART 2: CIVIL WAR, COMMONWEALTH AND**  
**PROTECTORATE c.1642-1660**  
**MARK SCHEME - SUMMER 2018**

**QUESTION 1**

**Marking guidance for examiners**

**Summary of assessment objectives for Question 1**

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

**The structure of the mark scheme**

The mark scheme for Question 1 has two parts:

- advice on each specific question outlining indicative content which 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.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 2.

**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.

## INDICATIVE CONTENT FOR QUESTION 1

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the challenges facing the government during the period 1649-1655.**

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and also consider the value of the sources to an historian studying the challenges facing the government during the period 1649-1655. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis of the value of the sources may include:

- Source A is a petition addressed to Parliament in 1649 regarding the supposed injustices suffered by women in the country. The author of the petition, Katharine Chidley, is critical of Parliament's apparent indifference to the plight of women and is angry at the unfair discrimination suffered by women in the post-monarchist nation. Candidates should use their understanding of the historical context to identify this source as offering an opinion of determined female activists intent on highlighting the unfair treatment of women at this time. Women were angry that whilst their menfolk have attained a measure of freedom from the tyranny of royal rule they had been forgotten. This source is particularly valuable because it shows that some women, especially those inspired by the Leveller movement, were willing to risk their lives in the cause of female equality. This presented the government with a unique challenge to their power which many of them did not expect. The talk of freedom from tyranny seemed destined to affect men alone with little thought to women. This gives the historian valuable evidence about the challenges facing government in the period after the death of the King.
- Source B is an extract from a diary written by someone at the heart of power in the new republic. Not only is the diarist a politician, but he is also a personal friend of Cromwell. Indeed, the closeness of the relationship is shown by the fact that Cromwell has confided in the diarist who is recording his views. Candidates should use their understanding of the historical context to link this source to the events leading up to Cromwell's assumption of power as Lord Protector, a virtual dictator. Trouble is brewing between the army and Parliament – they distrust each other. This source clearly highlights the serious challenges facing the government both politically and militarily. The fledgling republican government and state could collapse. The source is crucial in demonstrating the complexities involved in the evolution of republican dictatorship set up by Cromwell to keep control of the nation and its government. The tone of the source suggests that

Parliament is failing and that the senior ranks of the army are on the verge of mutiny. Understanding of the historical context will confirm the nature of Cromwell's thinking on and approach to the idea of a Protectorate – he is reluctant and troubled but feels he has no choice but to seek greater power.

- Source C is a confidential report by the Venetian ambassador about the change in attitude of the people to Cromwell and his style of government by 1655. Candidates should use their understanding of the historical context to identify this source as one offering a valuable opinion of the events regarding Cromwell's rule. Scrutiny of the content of the source will show that the foreign diplomat is surprised by the change in attitude and he is worried that there might be bloodshed. Having been brought up in a republic he seems disappointed that English republicanism is failing to capture the hearts and minds of the people. For this he appears to blame Cromwell who seems to be unaware of how unpopular he is. The tone of the source is simply reportage with little hint of bias. He is reporting events as they happen. However, Source C is of considerable value to an historian studying the reasons for the growing unpopularity of the republic and Cromwell because it offers the view and opinion of a foreigner and shows how events have moved on and how attitudes have changed by 1655. The source suggests one possible reason why Cromwell established the rule of the Major-Generals especially in light of the fact that some people were already thinking of restoring the King.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying the challenges facing the government during the period 1649-1655 and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

## MARK SCHEME UNIT 4 QUESTION 1

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 4 question 1 also gives a similar breakdown and descriptors.

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the appropriate historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set</i>
<b>ACX, VTH, ATQS OVER THE PERIOD SET</b>		
<b>B6S</b>	<b>30</b>	The response shows accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the appropriate historical context and covering all of the period set in the enquiry. There will be a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.
<b>B6C</b>	<b>27</b>	The response begins to show some characteristics of Band 6

<b>Band 5 CHARACTERISTICS</b>		<i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the appropriate historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue.</i>
<b>ACX and VTH</b>		
<b>B5S</b>	<b>25</b>	The response shows accurate source evaluation using the content and attributions of the three sources, setting the response in the appropriate historical context and covering most of the period set in the enquiry. There will be a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
<b>B5C</b>	<b>23</b>	The response begins to show some characteristics of Band 5

<b>Band 4 CHARACTERISTICS</b>		<i>Clearly attempts an analysis and evaluation of the given sources in relation to the general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value to an historian of some or all three sources.</i>
<b>GCX, VTH and U</b>		
<b>B4H</b>	<b>20</b>	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This will be used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable.
<b>B4S</b>	<b>18</b>	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value to an historian will be present on some or all of the three sources though some general comments on utility may be seen.
<b>B4C</b>	<b>16</b>	The response begins to show some characteristics of Band 4 in discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.

<b>Band 3 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i>
<b>Mechanistic V, S&amp;L and U</b>		
<b>B3H</b>	<b>15</b>	The response is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There will be a limited judgement on all of the sources.
<b>B3S</b>	<b>13</b>	The response is able to evaluate some or all of the three sources by focusing on their attributions and / or content. Any reference to the historical context will be limited. There will be a limited judgement on some of the sources.
<b>B3C</b>	<b>11</b>	The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted.

<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i>
<b>TRAWL</b>		
<b>B2H</b>	<b>8</b>	The response is able to discuss the strengths and / or limitations of all three sources by focusing on their content and / or attributions.
<b>B2S</b>	<b>6</b>	The response is able to discuss the strengths and / or limitations of some of the three sources by focusing on their content mostly.

<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from content or attributions of the given sources.</i>
<b>COPYING / COMPREHENSION</b>		
<b>B1H</b>	<b>5</b>	Paraphrases from all of the three sources and / or attributions or plain narrative.
<b>B1S</b>	<b>3</b>	Copies from one or two of the three sources and / or attributions.
	<b>0</b>	Use for incorrect answers



## **QUESTIONS 2 AND 3**

### **Marking guidance for examiners**

#### **Summary of assessment objectives for Question 2 and 3**

Both questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to the question chosen is 30.

#### **The structure of the mark scheme**

The mark scheme for Questions 2 and 3 has two parts:

- advice on each specific question outlining indicative content which 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.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

#### **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.

## INDICATIVE CONTENT FOR QUESTION 2

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **‘Parliament’s control of London was mainly responsible for its victory in the Civil War by 1648.’ Discuss.**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether Parliament’s control of London was mainly responsible for its victory in the Civil War by 1648. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of whether Parliament’s victory in the Civil War by 1648 was mainly due to the fact that they controlled London throughout the conflict. In order to reach a substantiated judgement about this issue, candidates may argue that Parliament’s victory in the Civil War was indeed mainly due to the fact that they controlled London throughout the conflict. The response might consider supporting the proposition by considering:

- London was the capital city and the seat of government.
- The city was the financial hub of the country with important links to European banks and trading institutions.
- Possessing London gave Parliament the psychological advantage in terms of its propaganda value.
- London merchants and bankers had links throughout the kingdom which they could exploit to undermine the royalist cause.
- The city housed the ambassadors of a number of European nations which undermined the King’s ability to work with or use them.

Candidates might consider challenging the proposition in the question by arguing that Parliament’s victory in the Civil War was due in large part to factors other than maintaining control of London. The response might consider:

- The quality of Parliamentary military leadership, in particular Fairfax’s abilities compared to those of Prince Rupert.
- Mistakes in Royalist strategy and leadership leading to losses in the battles of Naseby and Edgehill.
- The failure of the King to inspire his supporters and his role in recruiting troops from Ireland and the fear of Catholicism. This lost Royalist support.
- Parliament’s advantages in manpower showed in its ability to appeal to and recruit the lower classes. An enlarged Parliamentary army enabled it to sustain offensive action across the country.

- The economic and financial strength of Parliament enabled it to finance the war whereas the Crown had been dependent of Parliamentary finance to govern the kingdom.
- Parliament's seizure of the Royal Navy significantly weakened the Crown. The Parliamentary fleet's protection of London, its ability to supply besieged outposts and its logistical support to its land forces was instrumental in preventing a Royalist victory.
- Parliament possessed better military and strategic resources with a fully equipped professional army - the New Model Army.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Parliament's control of London was mainly responsible for its victory in the Civil War by 1648.

### INDICATIVE CONTENT FOR QUESTION 3

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **To what extent was the Fifth Monarchy movement the most significant development in radicalism and dissent in the period 1645-1660?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the Fifth Monarchy movement was the most significant development in radicalism and dissent in the period 1645-1660. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which the Fifth Monarchy movement was the most significant development in radicalism and dissent in the period 1645-1660. In order to reach a substantiated judgement about this issue, candidates may argue that the Fifth Monarchy movement was the most significant development in radicalism and dissent in this period. The response might consider supporting the proposition by considering:

- The movement had a number of prominent members among its ranks such as Thomas Harrison and John Carew, both of whom signed the King's death warrant.
- The political influence of the Fifth Monarchists was strong in the early 1650s, for example, their opposition to the Rump Parliament contributed to its dismissal.
- The Fifth Monarchists also influenced Cromwell into establishing the Nominated Assembly.
- The abortive risings of 1657 and 1659 demonstrate how the movement had grown into a serious threat to the stability of the kingdom.

Candidates might consider challenging the proposition in the question by arguing that there were other significant developments in radicalism and dissent in this period. The response might consider:

- The spread of radical political and religious ideas was much broader than the Fifth Monarchy movement.
- The Fifth Monarchists were but one of a number of radical groups such as the Diggers and Levellers
- Dissenting groups such as the Baptists and Quakers became well established, endured and outlived the Fifth Monarchists.
- The Anglican Church endured and survived the period to become the national or state church in 1660.
- The influence of science and the scientific revolution was growing and encouraging intellectual inquiry and a more challenging environment.
- The Fifth Monarchy movement had a limited shelf life because they believed the world would end in 1666.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Fifth Monarchy movement was the most significant development in radicalism and dissent in the period 1645-1660.

**MARK SCHEME UNIT 4  
QUESTIONS 2 AND 3**

In general terms the responses will display characteristics of one of the six bands shown below.

**The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 4 also gives a similar breakdown and descriptors.**

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focussed on the exact key concept in the set question, covering the whole of set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
B6H	30	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing and substantiated judgement covering the whole of the set period.
B6S	27	The response engages with the key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and coherent essay with a convincing and substantiated judgement covering nearly all of the set period.

<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
B5H	25	The response engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay. The essay will be analytical, evaluative and well written with a balanced and appropriate judgement covering most or all of the set period.
B5S	23	The response has a focus on debating the key concept set throughout most of the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering some or most of the set period.
B5C	21	The response begins to show some of the characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period].</i>

<b>Band 4 CHARACTERISTICS</b>		<i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
B4H	20	The response will feature some meaningful discussion of how and why the main developments, events or factors had an impact on the key concept in the set question over some or most of the period set. There will be an attempt at a balanced and supported judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept in the question set, often with a series of mini judgements. There may be an attempt to consider a series of developments, events or factors in relation to the key concept set over some or most of the period. There may well be some listing of developments and some drift.

<b>Band 3 CHARACTERISTICS</b>		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
B3H	15	The response is based on a series of assertions, developments or factors over the period rather than the key concept in the question set. The response does offer a limited but valid judgement.
B3S	13	The response tends to be in the form of a generalised, listing of developments and factors.

<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the TOPIC area and is descriptive.</i>
B2H	8	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
B2S	6	The response is a descriptive account of the developments and factors related to the topic area with no judgement attempted.

<b>Band 1 CHARACTERISTICS</b>		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the topic area.
B1S	3	The response is very brief and / or largely irrelevant to the concept set.
	0	Use for incorrect answers