



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 2
DEPTH STUDY 3: REFORM AND PROTEST IN
WALES AND ENGLAND, c.1783–1848

PART 1: RADICALISM AND THE FIGHT FOR
PARLIAMENT REFORM, c.1783–1832

2100U30-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at the examiners' conference 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.

UNIT 2

DEPTH STUDY 3

REFORM AND PROTEST IN WALES AND ENGLAND c.1783–1848

Part 1: Radicalism and the fight for parliamentary reform c.1783–1832

MARK SCHEME

Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- Advice on the specific question outlining indicative content that can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses that 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 level are displayed. Third, 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 must 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 changing policies of Tory governments in the period from 1820 to 1827.

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.

Candidates will consider the value of the sources to an historian studying the changing policies of Tory governments in the period 1820-1827. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. The key concept is the alleged transition from reactionary Toryism to the period of liberal Toryism. Appropriate observations in the analysis and evaluation of the sources may include:

Source A This source is a radical cartoon about the Cato Street Conspiracy. The general context is the reaction of Lord Liverpool's government to radicalism. The specific context is the failure of the Cato Street Conspiracy and the execution by beheading (the last occasion) of the main conspirators in May 1820. The cartoon portrays the government ministers in an unflattering light—there is something unseemly in the scene being shown and Edwards has a villainous expression. There is a clear implication that Edwards may have instigated the crime. This was a frequent criticism of the government's use of spies and agents provocateurs. It underlines that, by 1820, the government was still dealing with radical threats and it was convinced that Cato Street was part of a wider conspiracy. Regardless of it was a doomed attempt, it is worth remembering that it was only eight years after a prime minister had been assassinated in Westminster. The general context is the post-war era of problems and alleged repressive government policies. Expect some commentary on the provenance of the cartoon and its contents. The value of the radical cartoon as evidence to an historian will be assessed, as it provides an insight into Tory post-war policies, the radical threat and the government's use of spies.

Source B This source is a letter from a government minister, Lord Palmerston, to his brother. The general context is the move into the period of Liberal Tory reforms and Palmerston mentions some of the reforms in his letter; especially those relating to trade, commerce and finance. The specific context is the tensions within the Tory party between the reformers, who see themselves in the tradition of Pitt, and the backbenchers, who remain steadfast to a more traditional Toryism. Within a year these tensions would erupt with the death of Lord Liverpool. Indeed by 1830, Palmerston was supporting Grey's Whig government as Foreign Secretary. The general context is also the difficulty of promoting reform in areas such as trade and commerce with backbenchers

wedded to the ideas of the Corn Laws and protection. In the mid-1820s, Liverpool trod a measured path of limited reform, just about keeping the party together and moderating the reforming instincts of ministers like Huskisson and Robinson but doing enough to persuade some to label the period as one of Liberal Toryism. Candidates may note Palmerston's reference to the emerging Catholic question, which will eventually shatter the unity of the Tory party in 1829. His reference to the 'stupid old Tory party' suggests that by 1826, divisions were already serious enough for him—as a government minister—to write so disparagingly about his own party. It is a private letter so some commentary on its provenance should feature in answers and candidates may argue that it is likely to be a reliable picture of an important minister's views.

Source C This source is part of Peel's resignation speech in May 1827. The general context is Peel's commentary on his policies and reforms to the criminal law as Home Secretary between 1822 and 1827. From the source the impression is gained that Peel was very pleased with his achievements. The specific context is the refusal of Peel and Wellington to serve under—the new—Prime Minister George Canning, specifically because they feared Canning's views on Catholic Emancipation. The relative peace of the 1820s compared with the immediate post-war period is mentioned by Peel. The source is of value not only in its referencing to Liberal Tory reforms but also, as a resignation speech, in its reference to divisions within the Tory party after Liverpool's long period in office. The source has value as it is from one of the leading Tory ministers explaining the background to his reforms and also his motivation: 'Tory as I am', may be picked up as a revealing comment. The provenance of the source is important as it is an exercise in self-justification, and not a little boastfulness, that may have irritated the audience.

Overall, candidates will assess the value of the sources to an historian studying the changing nature of Tory policies in the period from 1820 to 1827. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

UNIT 2
MARK SCHEME 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 awarded to answers showing the appropriate characteristics.

Band 6		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the specific 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>
CHARACTERISTICS		
ASE OVER THE PERIOD SET		
B6S	30	The candidate provides accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the specific historical context and covering all of the period set in the enquiry. There is a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.
B6C	27	The response begins to show some characteristics of Band 6

Band 5		<i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the specific 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>
CHARACTERISTICS		
ASE		
B5S	25	The candidate provides accurate source evaluation using the content and attributions of the three sources, setting the response in the specific historical context and covering most of the period set in the enquiry. There is a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
B5C	23	The response begins to show some characteristics of Band 5.
B5L	21	This mark can be used if there is understanding shown of the specific historical context of one source only.

Band 4 CHARACTERISTICS		<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>	
GCX, V and/or U			
B4H	20		The candidate 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 is used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable.
B4S	18		The candidate 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 is present on some or all of the three sources although some general comments on utility may be seen.
B4C	16	The response begins to show some characteristics of Band 4 with the candidate discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.	

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

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

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

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- Advice on the specific question outlining indicative content that can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 3.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

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 must 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.

How valid is the view that working class movements were a serious threat to governments in the period from 1792 to 1820?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Candidates will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that working class movements seriously threatened governments in the period from 1792 to 1820.

Candidates are invited to enter into a debate about working class movements and their threat to governments in this period. They will consider interpretations of this issue within the wider historical debate about this issue. Some of the issues to consider may include:

Interpretation 1 This interpretation argues that the working class threat has been much exaggerated. Christie argues that the numbers attending rallies were much smaller than often claimed. He also points out the support for government policy, the strength of loyalism and the determination of Pitt's government to face down the perceived threat from radicalism. There is also evidence that the radical movement itself was badly divided. The contextual references here might be the threat from the French Revolution, the response of Pitt's government and the radical protest movements of the 1790s.

Candidates may argue that, as he has conservative leanings, Christie's view of working class movements may be affected. It is a more cautious and sceptical approach than the claims of left-wing historians, who see the 1790s as a great formative period for radicalism and the emergence of a distinct working class movement and ideology. Christie was a noted historian of the eighteenth century, but he will have considered similar evidence to left-wing historians and come to a different conclusion.

Interpretation 2 This interpretation emphasises the seriousness of the surge of radical working class activity after 1815, which, in its scope and persistence was, O'Gorman claims, unprecedented. He points to the widespread alarm in government, the phenomenal growth of the radical press, reform petitions and well-attended rallies. This presents a much more potent image of radicalism than the rather dismissive portrayal in Christie's work. The contextual references here will be the post-war disturbances between 1815 and 1820 and the reasons for them. This will include such events as the Spa Fields demonstration (1816), the march of the Blanketeers and the Derbyshire rising (both 1817), the Peterloo massacre (1819) and the Queen Caroline trial disturbances (1820). Candidates may point out that O'Gorman's work was a synthesis of post-revisionist work and his interpretation was based on a wider range of sources and work and perhaps less influenced by the conservative revisionist school of Christie. He is a professional historian who will have considered the

evidence from a later period and drawn a different conclusion from Christie.

Candidates may show awareness of the wider historical debate over this issue. They should be able to place the interpretations of Christie and O’Gorman within the wider debate over the threat posed by working class movements. Other possible interpretations could refer primarily to schools of thought that include historians who see the 1790s and the period after 1815 as very significant in the development of radicalism and working class ideology. The more traditional Whig interpretation portrayed the governments of Pitt and Liverpool as unthinkingly reactionary governments that overreacted to a minimal threat. However, the revisionists stressed the eminently reasonable, moderate and broadly supported measures of these governments in the face of a dangerous radical threat to national security. Overall, candidates will analyse both interpretations using their own understanding of the wide historical debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question that working class movements were a serious threat to governments in the period from 1792 to 1820.

UNIT 2 MARK SCHEME QUESTION 2

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 2 question 2 also gives a similar breakdown and descriptors.

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the provided material in its historical context which is used effectively to show how and why different interpretations have been formed in relation to the set enquiry; sustained judgement seen regarding validity.</i>
ACX, WHD, OPI		
B6H	30	The candidate fully integrates discussion of the context, authorship and content of the provided material together with knowledge and understanding of other possible interpretations of the set issue to reach a well-supported and convincing judgement. The candidate shows a convincing understanding of the wider historical debate and of why different interpretations have been formed with discussion of the context and authorship of the provided material.
B6S	27	The candidate discusses the context, authorship and content, of the provided material together with knowledge and understanding of other possible interpretations to offer a substantiated judgement. The candidate explains why differing/different interpretations of the issue have been formed.
Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the provided material in its historical context to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity.</i>
ACX, WHD, OPI		
B5H	25	The candidate discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; they show a clear understanding of other possible interpretations of the issue. The candidate shows a firm grasp of the wider historical debate regarding the issue.
B5S	23	The candidate discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; they show clear understanding of other possible interpretations. The candidate indicates how and why interpretations are formed based on the content and especially the authorship of the extracts.

Band 4 CHARACTERISTICS		<i>Some valid analysis and evaluation of the provided material with some knowledge of other possible interpretations to reach a judgement on the specific enquiry; needs a reasonable grasp of the other possible interpretations (OPIs) and the context of the developments in the provided material. There may be some mechanistic comments on the authorship but this is not required.</i>
ACX AND GCX OPI		
B4H	20	
B4S	18	
B4C	16	The candidate begins to analyse and evaluate the provided material to offer a judgement on the given interpretation; they show awareness of another possible interpretation.

Band 3 CHARACTERISTICS		<i>Mechanistic focus on the authorship and content of the provided material to identify and compare interpretations; some awareness of the general context; any judgement will be limited. There may be some mechanistic comments on the authorship of the provided material.</i>
AUTH GCX		
B3H	15	
B3S	13	The candidate attempts to consider the content of the provided material to identify different interpretations; they offer a 'bolt-on' judgement on the validity of the interpretation presented in the question.

Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content of the provided material only.</i>
B2H	8	
B2S	6	

Band 1 CHARACTERISTICS		<i>Copies or paraphrases from the content of the provided material.</i>
B1H	5	The candidate offers basic comprehension and paraphrasing of the content of the provided materials.
B1S	3	The candidate offers basic comprehension or copying from the content of one of the provided materials.
	0	Use for incorrect answers