



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 1
PERIOD STUDY 3

POLITICS, PROTEST AND REFORM IN WALES AND
ENGLAND, c. 1780-1880

2100UC0-1

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.

UNIT 1
PERIOD STUDY 3
POLITICS, PROTEST AND REFORM IN WALES AND ENGLAND c`1780-1880

MARK SCHEME

Section A

Marking guidance for examiners

Summary of assessment objectives for Section A

Section A 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 each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section A 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 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.

How successful were Tory governments in dealing with the problems they faced in the period 1812-1830?

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 of success of Tory governments in dealing with the problems they faced in the period 1812-1830. 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 the extent to which Tory governments were successful in dealing with the problems they faced in the period 1812-1830. In order to reach a substantiated judgement about this issue, candidates may argue that Tory governments were successful in dealing with the problems they faced in the period 1812-1830. The response might support this proposition by considering issues such as:

- The firm response to the problem of popular protest 1812-1820
- The transition from war to peace 1815-1820 and the avoidance of revolution
- The reforms of the Liberal Tories 1822-1827
- Solutions to the problems of currency reform, trade and economic recovery in the 1820s
- The introduction of Catholic Emancipation
- The long period of uninterrupted Tory government

Candidates might consider challenging the proposition in the question by arguing that in some respects the Tories were unsuccessful in dealing with the problems they faced in the period 1812-1830. The response might consider issues such as:

- The debate on repressive measures 1812-1820
- The failure to address the issue of parliamentary reform
- Class based legislation on the Corn laws, Game laws and income tax abolition
- The Queen Caroline debacle
- The limited social reforms of the Tory governments 1822-1830
- The price of Catholic Emancipation in terms of party unity and collapse of Tory rule

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent of success of Tory governments in dealing with the problems they faced in the period 1812-1830.

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.

To what extent did Chartism present the most serious challenge to governments between 1830 and 1848?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether Chartism was the most serious challenge to governments between 1830 and 1848. 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 the extent to which Chartism presented the most serious challenge to governments between 1830 and 1848. In order to reach a substantiated judgement about this issue, candidates may argue that Chartism was the most serious challenge to governments between 1830 and 1848. The response might support this proposition by considering issues such as:

- The nature of the movement and public agitation
- The disorder and violence of the main incidents
- Petitions and mass meetings
- The use of the regular army and police
- The debate on attempted revolution and local grievances
- The impact on government
- The evidence of working class consciousness
- The impact upon the trade union movement in Wales and England

Candidates might consider challenging the proposition in the question by arguing that in some ways Chartism was not the most serious challenge to governments between 1830 and 1848. The response might consider alternative arguments such as:

- The debate on the Reform Bill crisis and the significance of popular protest
- The failure of and divisions within Chartism
- The challenge from the Merthyr rising
- The success of the Anti-Corn Law League
- Economic depression and its consequences
- The demand for social reform
- Rural protest in 1830-1831 and its impact upon the Whig government
- The Rebecca riots
- Opposition to the poor law
- The growth of trade unionism

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Chartism was the most serious challenge to governments between 1830 and 1848.

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also 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 each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section B 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 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.

“Gladstone’s first ministry (1868-1874) was the government responsible for the most significant reforms in the period 1830-1880”. 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 Gladstone’s first ministry 1868-1874 was responsible for the most significant reforms in the period 1830-1880. 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 the extent to which Gladstone’s first ministry 1868-1874 was responsible for the most significant reforms in the period 1830-1880. In order to reach a substantiated judgement about this issue, candidates may argue that Gladstone’s administration 1868-74 was responsible for the most significant reforms in the period 1830-1880. The response might support this proposition by considering issues such as:

- The significance of the attempt to pacify Ireland
- Importance of the meritocratic reforms in the army and civil service
- Institutional reforms such as legal administration
- The significance of the Education Act 1870
- Significance of the Secret Ballot Act 1872
- Significance of trade union reform
- The scale of the reform programme 1868-1874

Candidates might consider challenging the proposition in the question by arguing that in some ways Gladstone’s first ministry was not responsible for the most significant reforms in the period 1830-80. The response might consider alternative factors such as:

- The passage of the 1832 Reform Act and its importance
- Significance of the Whig reforms - poor law, factories, education, municipal corporations
- Peel’s reforms and the significance of the Corn Law repeal
- Household suffrage and the 1867 Reform Act
- Disraeli’s social reforms 1874-1880 and their significance

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Gladstone’s first ministry 1868-1874 was the government responsible for the most significant reforms in the period 1830-1880.

INDICATIVE CONTENT FOR QUESTION 4

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.

How far was social reform mainly motivated by the need for efficiency in the period 1830-1880?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case how far social reform was mainly motivated by the need for efficiency in the period 1830-1880. 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 how far social reform was mainly motivated by the need for efficiency in the period 1830-1880. In order to reach a substantiated judgement about this issue, candidates may argue that social reform was mainly motivated by the need for efficiency in the period 1830-1880. The response might support this proposition by considering issues such as:

- The influence of the utilitarians especially Bentham and Chadwick
- The evidence of inefficiency revealed in reports and commissions
- The cost of existing provision eg. the poor laws
- The significance of the poor law reforms and the 1848 Public Health Act
- The meritocratic reforms after the Crimean War especially in 1868-1874

Candidates might consider challenging the proposition in the question by arguing that other significant motivating factors should be considered. The response might consider alternative arguments such as:

- Humanitarian Tory and radical reformers eg. Oastler and Shaftesbury
- Factory and mines reform as a reflection of humanitarian influences
- Evangelical influences on reform and their idea of the state
- Educational reform and social control arguments 1833-1880
- Parliamentary investigations eg. factories, mines, health of towns and impact upon public opinion
- Permissive social legislation and its influence
- Social reform as a reaction to economic distress eg the 1840s

Overall candidates will offer a debate and come to a substantiated judgement regarding how far social reform was mainly motivated by the need for efficiency in the period 1830-1880.

GENERIC MARK SCHEME UNIT 1

THIS CAN BE USED WITH BOTH QUESTIONS

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 1 also gives the same break down and descriptors.

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| Band 6 CHARACTERISTICS | | <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. |

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| Band 5 CHARACTERISTICS | | <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> |

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| Band 4 CHARACTERISTICS | | <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. |

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| Band 3 CHARACTERISTICS | | <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. |

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| Band 2 CHARACTERISTICS | | <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. |

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| Band 1 CHARACTERISTICS | | <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 |