



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2017

HISTORY - UNIT 4  
DEPTH STUDY 3  
REFORM AND PROTEST IN WALES AND ENGLAND,  
c. 1783-1848

PART 2: PROTEST AND CAMPAIGNS FOR SOCIAL  
REFORM, c. 1832-1848

1100U30-1

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2017 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 4**

#### **DEPTH STUDY 3**

#### **REFORM AND PROTEST IN WALES AND ENGLAND, c. 1783-1848**

#### **PART 2: PROTEST AND CAMPAIGNS FOR SOCIAL REFORM, c. 1832-1848**

### **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 Sir Robert Peel and the Conservative Party in the period 1841-1846**

Candidates are expected to demonstrate their ability to analyse and evaluate a range of primary source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the primary sources on their historical context. To judge value to an historian, there should also be analysis and evaluation of the content and the authorship of the primary sources.

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 value of the sources to an historian studying Sir Robert Peel and the Conservative Party 1841-1846. Understanding of the historical context should also be demonstrated to analyse and evaluate the value of the sources to the particular enquiry. Appropriate observations may be made in the analysis of the value of the sources including:

- Source A is a diary extract from the Clerk to the Privy Council who would be considered relatively balanced in his views despite possible Whig sympathies. Greville praises the scale and impact of Peel's famous 1842 Budget which included the restoration of income tax. Moreover he describes Peel's mastery not only of the House of Commons but also of his party. As a figure who was respected by both political parties, Greville's assessment of Peel at this juncture is entirely credible and he seems in awe of him. There are, of course, hostages to fortune in the diary comments about Peel's prospects. However even these are tempered by the comment "Political predictions are always rash". Peel's mastery of his backbenchers was clearly questionable three years later but Greville was to be proved right about Peel's "great and lasting reputation". The language and tone are clearly adulatory and coming as they do from a major political figure with some possible Whig sympathies an historian would regard this source as extremely valuable in establishing the context of Peel's early successes in his 1841-1846 ministry
- Source B is a private letter from Sir James Graham, a senior Conservative cabinet minister. He is at pains to portray Peel's government in the best possible light. He describes the state of backbencher opinion by 1845. They are becoming increasingly disenchanted with Peel's government well before the Corn Law crisis. The language and tone of the letter betrays its bitterness towards the backbenchers who he thinks misunderstand the government's motives and are seemingly oblivious to the destruction they are capable of wreaking on the government to the delight of its political opponents. This is valuable evidence to an historian studying Peel and the Conservatives from an insider about the state of backbench opinion in 1845, providing valuable background to the crisis that will engulf Peel's government over the Corn Laws. Candidates will see that Graham's opinion is at odds with his party members and the letter is biased towards the government's point of view, a bias made clear by its language and tone. Candidates may also comment on the provenance of a private letter to a colleague

- In Source C candidates should be aware of Disraeli's opposition to the repeal of the Corn Laws and his critical role in leading the opposition to Peel in 1845-1846. The context to be identified is the crisis over the repeal of the Corn Laws. The speech is steeped in sarcasm and is designed to undermine Peel's credibility in the eyes of the House of Commons and most especially with the Conservative backbenchers. Disraeli accuses Peel of deceiving his party, of being unoriginal and makes oblique references to previous significant changes of mind by Peel. The context of the Anti-Corn Law League is mentioned too as is the naked appeal to the protectionist backbenchers. The language and tone of deception, theft and burglary are all too clear and reference should be made to the provenance of a recorded speech in Parliament designed to enhance Disraeli's political skills and undermine the authority of Peel. An historian studying Peel would find this source very valuable, in particular in contrasting Disraeli's view with those of Greville and Graham

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying Sir Robert Peel and the Conservative Party in the period 1841-1846 and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

## ASSESSMENT GRID FOR QUESTION 1

Target AO2

Total mark: 30

*Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical content*

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the given sources involving full and valid consideration of the content, provenance and tone of the sources; full understanding shown of the correct historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying a particular issue.</i>
B6H	30	The response shows accurate and sustained source evaluation using the content and attributions to deal with the strengths and limitations of each of the three sources, setting the response in the correct historical context and covering all of the period set in the enquiry. There will be a sustained and fully substantiated judgement on both the individual and collective value of all three sources to an historian studying the particular issue.
B6L	26	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 consideration of the content, provenance and tone of the sources; understanding shown of the correct 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>
B5H	25	The response shows accurate source evaluation using the content and attributions to deal with the strengths and limitations of each of the three sources, setting the response in the correct historical context and covering most of the period set in the enquiry. There will be a valid judgement on the value of all three sources to an historian studying the particular issue.
B5L	23	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 historical context of the set enquiry with some consideration of the content, provenance and tone of the sources; a sound judgement is seen regarding the value of all or some of the three sources.</i>
B4H	20	The response is able to discuss the strengths and limitations of all three sources by focusing on their attributions, content and the historical context. The judgement on value will be clear and supported on all three sources.
B4M	18	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the historical context. There will be some issues with imbalance in the treatment of the sources. The judgement on value will be clear on some or all of the three sources but with some general comments.
B4L	16	The response begins to show some characteristics of Band 4. Value to the historian is seen here but the reference will be limited.

<b>Band 3 CHARACTERISTICS</b>		<i>Mechanistic use of the content and attributions of the given sources to discuss their utility; begins to show some general awareness of the historical context relating to the set enquiry; limited judgement on the utility of all or some of the sources.</i>
B3H	15	The response is able to discuss the strengths and/or limitations of the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a judgement on the utility of all of the sources.
B3M	13	The response is able to discuss the strengths and/or limitations of some 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 the utility of two of the three sources.
B3L	11	The response begins to show some characteristics of Band 3. Also use if only one attribution is attempted to show utility.
<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content of the given sources to show their utility; little understanding of the historical context is seen.</i>
B2H	10	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their content mostly; any references to the historical context will be general and vague. There will be a limited judgement on the utility of at least one of the sources.
B2M	8	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their content and omissions with some imbalance; any references to the historical context will be very general and vague.
B2L	6	The response trawls through the sources only.
<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from content or attributions of the given sources.</i>
B1H	5	Paraphrases from all of the three sources and/or attributions or plain narrative.
B1L	3	Copies from one or two of the three sources and/or attributions.
	0	Use for incorrect answers.

**Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study where relevant.**

## 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 focused 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 Unit 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.
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

#### 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.

### **How far do you agree that support for the Chartist movement was mainly caused by economic issues?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether support for Chartism was mainly caused by economic issues. 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 Chartist movement and the reasons for supporting it. In order to reach a substantiated judgement about this issue, candidates may argue that economic issues did cause a high level of support for Chartism. The response might support the proposition by considering:

- economic depression in mid 1830s saw the start of Chartism, the first petition and the Newport Rising
- the Plug Plot of 1842 was inspired by wage reduction in response to depression
- the last flare up in 1848 was linked to the economic downturn of the 'Hungry Forties'
- more prosperity in the later 1840s saw a slackening off of support
- Peel's government's response to distress may have affected support

Candidates might consider challenging the proposition in the question by arguing that other factors were more likely to have led to support for Chartism. The response might consider:

- the Six Points were linked with long standing radical demands
- there was disappointment with the Great Reform Act of 1832
- Chartism was active in resisting the new Poor Law
- many Chartist leaders were profound thinkers especially in LWMA
- Chartists continued to be active in later reform movements and trade unionism
- Chartism tended to be an umbrella movement for other problems

Overall candidates will offer a debate and come to a substantiated judgement regarding whether support for the Chartist movement was mainly caused by economic issues.

### 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 did the Poor Law Amendment Act of 1834 have the most significant impact upon the lives of the people of Wales and England in the period 1833-1848?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the PLAA had the most significant impact upon the lives of the people of Wales and England 1833-1848. 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.

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 PLAA and its impact. In order to reach a substantiated judgement about this issue, candidates may argue that the PLAA had some significant effects on society. The response might support the proposition by considering:

- the substantial change to the Poor Law and the reasons for it
- the impact of the workhouses and less eligibility
- the scale of opposition to the changes
- the influence of the utilitarians on this and other reforms
- the process of investigation and evidence based reform
- the impact it had on Chartism and Rebecca

Candidates might consider challenging the proposition in the question by arguing that there were other factors that had a significant impact on the lives of people 1833-1848. The response might consider:

- the main Whig reforms came in the wake of the Reform Act and which had petered out by 1835
- the impact of economic depressions in the 1830s and 1840s
- popular protest movements had an impact
- changes in industry and education in the 1830s and 1840s began to affect lives
- abolition of slavery in the empire had enormous economic consequences
- factory reform became a model for regulatory legislation
- Peel's financial and economic reforms began to make a difference by 1848
- public health movement and legislation began in the 1840s
- Municipal Corporations Act laid down groundwork for local government reform

Overall candidates will offer a debate and come to a substantiated judgement regarding whether the PLAA had the most significant impact on the lives of the people of Wales and England 1833-1848.

## ASSESSMENT GRID FOR QUESTIONS 2 AND 3

Target AO2

Total mark: 30

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focused on the exact key concept in the set question, covering the 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.
B6M	28	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 convincing and substantiated judgement covering the whole of the set period.
B6L	26	The response begins to show some characteristics of Band 6
<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focused 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 clearly engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering most of the set period.
B5M	23	The response engages with the key concept and offers a debate regarding the range of issues arising from the question 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 most of the set period.
B5L	21	The response begins to show some characteristics of Band 5. <i>[This can also be used for good responses that don't cover most of the period set].</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 be mainly focused on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question over most of the set period. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors in relation to the key concept over most of the period set. There may be some listing of developments and a series of mini judgements. There will be a balanced final judgement but there may well be some drift.
B4L	16	The response begins to show some characteristics of Band 4

<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 tends to focus on using a highly structured ( <i>mechanistic/formulaic</i> ) series of developments, events and/or factors over the period rather than the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - [ <i>the yes/no – for and against – essay</i> ]
B3M	13	The response tends to be in the form of a generalised, listing of developments, events and/or factors. There may a weak focus and imbalanced judgement on the key concept in the question set [ <i>the yes (or no) imbalanced essay</i> ]. Also use if the answers do not deal adequately with the key concept or with any counter arguments or for answers which provide an imbalanced argument.
B3L	11	The response begins to show some characteristics of Band 3
<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i>
B2H	10	The response is a predominantly descriptive account of the developments, events and/or factors of the topic area. There may be a “tagged on” [ <i>throwaway / simplistic / bolt-on</i> ] judgement referring to the key concept in the set question which is not appropriately supported. Accept an inferred or implied judgement here.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and/or factors related to the topic area. No judgement is attempted here.
B2L	6	The response begins to show some characteristics of Band 2.
<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.
B1L	3	The response is very brief and/or largely irrelevant to the concept set.
	0	Use for incorrect answers

**Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study where relevant.**