



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 3  
BREADTH STUDY 6

PARLIAMENTARY REFORM AND PROTEST IN  
WALES AND ENGLAND, c. 1780-1885

1100UF0-1

## **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 3**  
**BREADTH STUDY 6**  
**PARLIAMENTARY REFORM AND PROTEST IN WALES AND ENGLAND c1780-1885**

**MARK SCHEME**

**Marking guidance for examiners**

**Summary of assessment objectives for Unit 3**

The questions each 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 assessment 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 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 far do you agree that governments dealt effectively with popular protest in the period 1780-1820?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether governments dealt effectively with popular protest in the period 1780-1820. 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 effectiveness of governments in dealing with popular protest in the period 1780-1820. In order to reach a substantiated judgement about this issue, candidates may argue that governments did deal effectively with popular protest in the period 1780-1820. The response might support this proposition by considering issues such as:

- The effectiveness of Pitt's repressive policies in the 1790s.
- Failure of the radical movement can be partially attributed to effective government response by 1820.
- Avoidance of revolution and strength of loyalism shows that most people had faith in the effectiveness of the government to maintain order.
- Post war policies of Lord Liverpool's governments crushed many radical developments.
- Importance of Peterloo and the Six Acts in showing the toughness of government response.
- The failure of the post-war radical movement and the Cato St conspiracy also showed the effectiveness of the government response.

Candidates might consider challenging the proposition in the question by arguing that governments were not effective in dealing with popular protest. The response might consider issues such as:

- Persistence of the Parliamentary reform issue beyond 1820
- The anti-Catholic sentiment behind the Gordon Riots continued to simmer
- Failure of governments to alleviate economic and social problems led to frequent outbursts of local protest such as Luddism and the Blanketeers
- The Queen Caroline riots showed the limitations of the Six Acts
- Impact of economic cycles on protest – government policies had to be reactive to these and usually only tackled immediate issues - there was little long-term effectiveness

Overall candidates will offer a debate and come to a substantiated judgement regarding the effectiveness of government policy in dealing with popular protest in this period.

## 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 rural protests have a greater impact upon government policy than any other popular protests in the period 1815-1848?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether rural protests had a greater impact upon government policy than any other popular protests in the period 1815-1848. 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 impact of rural protests. In order to reach a substantiated judgement about this issue, candidates may argue that rural protests did have a greater impact upon government policy than any other popular protests in the period 1815-1848. The response might support this proposition by considering issues such as:

- The desperation felt in many rural communities in Wales and England in this period
- Impact of the Captain Swing riots during the Reform Crisis 1830-32
- Fierce reaction of the Whig government to Swing in 1831
- Impact of Swing on the Poor Law investigation of the 1830s
- Impact of the Rebecca Riots on Peel's government in the early 1840s
- Response of the government to the Rebecca Riots showed the seriousness of the rural issue

Candidates might consider challenging the proposition in the question by arguing that there were other popular protests that had a much greater impact on government policy than rural protest in this period. The response might consider issues such as:

- Rural protest tended to be localised and not that influential elsewhere
- Urbanisation and population growth meant that the threats from these areas were seen as more challenging by governments
- The impact of radical protest 1815-20 including the severity of government response
- The importance of popular protest in the Reform Crisis 1830-32
- The Merthyr rising of 1831 and its wider impact on electoral issues
- The strength of the Chartist movement 1836-48 and its challenge to government
- The methods and ultimate success of the Anti-Corn Law League
- The early trade union movement and whether it had any impact on government policy in this period

Overall candidates will offer a debate and come to a substantiated judgement regarding the impact of rural protests on government policy when compared to other popular protests in the period 1815-1848.

### 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 evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

#### **'The Second Reform Act 1867 was the most significant turning point in the campaign for parliamentary reform in the period 1780-1885.'** **Discuss.**

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 Second Reform Act was the most significant turning point in the campaign for parliamentary reform in the period 1780-1885. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which the Second Reform Act was the most significant turning point in the campaign for parliamentary reform in the period 1780-1885. In order to reach a substantiated judgement about this issue, candidates may argue that the Second Reform Act was indeed the most significant turning point in the campaign for parliamentary reform in the period 1780-1885. The response might support this proposition by considering issues such as:

- The terms of the 1867 Act in the boroughs and counties
- The fact that it doubled the size of the electorate in 1867
- Recognition of social changes associated with the Act especially growth of deference and the Rochdale argument
- Political tactics used in the debates about the 1866 and 1867 Bills
- Impact of the struggle for the Act upon Conservative party organisation
- Politics seemed to become more responsive to public opinion at this time
- Precedent was set for further reforms in the system of representation
- Debate grew on the influence of pressure groups and trade unions on electoral reform

Candidates might consider challenging the proposition in the question by arguing that the Second Reform Act 1867 was not the most significant turning point in the campaign for parliamentary reform in the period 1780-1885. The response might consider issues such as:

- The Second Reform Act was a limited measure in many ways: limited extension of the vote in the counties in 1867; redistribution of seats in 1867 was designed to limit reform; continuing over representation of the south; failure to deal with corruption in 1867; social composition of MPs remained unchanged
- Evaluation will be made of the significance of other potential turning points in the campaign for parliamentary reform across the period such as:
  - The impact of the French Revolution in the 1790s
  - The challenge of the radical reform movement to 1832
  - Changes made by the Great Reform Act 1832
  - The impact of Chartism and its failure by 1848
  - Reforms of the ballot and against corruption 1872-83
  - Later legislation 1884-85

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Second Reform Act was the most significant turning point in the campaign for parliamentary reform in the period 1780-1885.

## GENERIC MARK SCHEME UNIT 3

### THIS CAN BE USED WITH ALL 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.

<b>Band 6 CHARACTERISTICS</b>		<i>The response is specifically focused on covering the whole or nearly all of the set period and debating the key concept in the question set and provides a substantiated, sustained and integrated judgement. It demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme.</i>
B6H	30	The response engages with the exact key concept in the question set covering the whole of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides a fully analytical, evaluative and lucid essay with a fully convincing and substantiated judgement.
B6S	27	The response engages with the key concept in the question set covering nearly all of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides an analytical, evaluative and lucid essay with a convincing and substantiated judgement.

<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focussed on covering the greater part of the set period and debating the key concept in the question set. It demonstrates mostly accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported, balanced and appropriate judgement.</i>
B5H	25	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with a balanced and appropriate judgement.
B5S	23	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with an appropriate judgement
B5C	21	The response begins to show some characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period, especially in Section B.]</i>

<b>Band 4 CHARACTERISTICS</b>		<i>The response attempts to cover most of the set period and debates discusses the key concept in the question set. It demonstrates some accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported judgement</i>
B4H	20	The response is mainly focused on covering most of the set period and there will be a meaningful discussion of how the main features and characteristics associated with the theme had an impact on the key concept. There will be a balanced judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept and covers most of the period in the question set. There will be an attempt to outline features and characteristics associated with the theme. There may well be a series of mini judgements and some drift.

<b>Band 3 CHARACTERISTICS</b>		<i>The response has some patchy period coverage; there is some accurate and relevant knowledge of the main issues associated with the relevant theme.</i>
B3H	15	The response tends to focus on using a highly structured series of features and characteristics associated with the theme. The response will offer a judgement with some support, often by considering factors for and against. There will be some patchy period coverage
B3S	13	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme.

<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the general theme but is descriptive / narrative; period coverage will be narrow or lack chronology</i>
B2H	8	The response is a predominantly descriptive / narrative account of the features and characteristics associated with the theme. There will be a “tagged on” judgement.
B2S	6	The response is limited to a descriptive / narrative account of the features and characteristics associated with the theme, with no judgement attempted.

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