



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 4  
DEPTH STUDY 3

REFORM AND PROTEST IN WALES AND ENGLAND,  
c.1832-1848

Part 2: Protest and Campaigns for Social Reform,  
c.1832-1848

1100U30-1

## **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 3**

**REFORM AND PROTEST IN WALES AND ENGLAND c1783-1848**

**Part 2: PROTEST AND CAMPAIGNS FOR SOCIAL REFORM c1832-1848**

**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 Chartist movement in the period 1839-1842.**

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 Chartist movement in the period 1839-1842. 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 diary extract from a prominent eye-witness in a position of considerable authority in an area where Chartism was strong. The general context is the origins of Chartism and the first major signs of unrest in 1839. Napier refers to Chartist meetings and the fears of an uprising. A further contextual reference of value to the historian is the reference to physical force, already a significant feature of division within the Chartist movement. Napier's language and tone betray his sympathies. As a senior army commander he is in a position to know about the extent and importance of Chartism as well as being in a position to inform the government of his beliefs and actions. His diary can also provide good evidence of the military preparedness of the government, the perception of the Chartist threat and a degree of ambivalence on the part of the authorities. There is considerable value in the provenance of the source and the context revealed about the strength of Chartism in the north of England.
- Source B provides an account of the Newport rising of 1839 and contextual references to Frost and the Westgate Hotel are clear enough. The reference to the recent Chartist Convention in 1838 is also important. The size of the insurrection can be surmised from the evidence of the source as well as its scope. The language and tone of the source reveal its sympathies: it clearly abhors violence and the threat of rebellion, referring to the foolishness and incompetence of the leadership. The source is of value to the historian as it reveals the divisions within the Chartist movement. William Lovett was a well-known moderate leader appalled by the physical force Chartists. He is writing in a moderate newspaper and seems almost relieved that Frost has been arrested and the rising put down. He says it is fortunate that the rioters did not think of burning the Westgate Hotel down. It is a valuable perspective on the 1839 rising albeit one to be treated with caution as it is written by the leading advocate of moral force Chartism. The source can also be seen as valuable evidence as it backs up Napier's prediction of violence in Source A.

- Source C is an extract from the Chartist petition presented to Parliament in 1842. The context is the second wave of Chartist protest coinciding with the continuing depression of the early 1840s. It is of value to the historian as it reveals the scope of Chartist grievances. There are clear references to the unfairness of the electoral system linked to disappointment with the 1832 Reform Act. The operation of the electoral system is also criticised. A wider range of Chartist grievances becomes clear on analysing the content of the source: the operation of the Poor Law, the impact of the economic depression, the disparity in income between rulers and subject and the new police force all come in for criticism. The proposed remedy is the People's Charter which provides even more context. The language of oppression and the irresponsibility of the governing class are all illustrated by the source. The value lies in its authenticity as a record of Chartist grievances in 1842 and as a summary of the motivation behind Chartism. It is a public document which was debated in Parliament 1842, not entirely unsympathetically. Candidates may point to the context of the early years of Peel's government and the impact that Chartism made on the direction of Peel's policies after 1842. Expect comments on the provenance of an accurately recorded document being presented to Parliament.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying the Chartist movement in the period 1839-1842 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.*

### **To what extent were the social reforms implemented between 1833 and 1848 mainly influenced by humanitarian concerns?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether the social reforms in the period 1833-1848 were mainly influenced by humanitarian concerns. 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 social reform in the period 1833-1848. In order to reach a substantiated judgement about this issue, candidates may argue that humanitarian concerns did mainly influence the social reforms implemented between 1833-1848. The response might consider supporting the proposition by considering:

- Humanitarian campaigners like Ashley and Oastler had a great influence as individuals
- The impact of enquiries into factory and mines conditions were greatly influenced by humanitarian concerns
- Legislation regarding factories and mines included clauses about humanitarian issues
- Abolition of slavery in the Empire was connected with humanitarian concerns
- Ragged school movement had great humanitarian influences
- Legislation on chimney sweeping was another key example of humanitarianism
- Literary commentaries eg. Dickens, Mrs Gaskell, Disraeli, were each influenced by the plight of people highlighted by humanitarianism.

Candidates might consider challenging the proposition in the question by arguing that other influences on social reform were equally if not more important in the period 1833-1848. The response might consider:

- The role of religion and evangelicalism in generating calls for reform
- Utilitarian philosophy and methods were extremely influential on social reform
- The role of individuals like Chadwick who were more influenced by the need for efficiency
- Poor law reform was also influenced by demands for greater financial accountability
- Educational reforms had a drive from the need for an educated workforce
- Reports and commissions about social problems often had individual and regional influences and agendas
- Public health reform was often supported and influenced by medical and scientific groups and individuals

Overall candidates will offer a debate and come to a substantiated judgement regarding whether social reforms in the period 1833-1848 were mainly influenced by humanitarian concerns.

### 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.

#### **How far do you agree that Sir Robert Peel was a successful leader of the Tory party in the period 1834-1846?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether Peel was a successful leader of the Tory in the period 1834-1846. 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 success of Peel as leader of the Tory Party in the period 1834-1846. In order to reach a substantiated judgement about this issue, candidates may argue that Peel was largely successful especially in giving the Tory party new direction and purpose. The response might consider supporting the proposition by considering:

- The impact of the Tamworth manifesto and the response to reform
- The success of his Parliamentary tactics especially around 1839
- Moves in organisation and the success in the election of 1841
- The extent of success of his financial and economic policies 1841-46 - trade and taxation
- The effectiveness of his response to depression and Chartism
- The extent of success of his social reforms after 1834
- The Repeal of the Corn Laws 1845-46 and whether this was a successful move

Candidates might consider challenging the proposition in the question by arguing that Peel's leadership left something to be desired and that he was not successful in a number of key areas. The response might consider:

- The relationship with the traditional Tory elements in the 1841 election campaign
- Peel's relationship with Tory party backbenchers
- Opposition to his free trade measures and the strength of protectionism in the party
- The opposition in the Sugar Duty debates
- Arguments over Ireland and the Church - Gladstone's resignation
- The growing influence of Disraeli and Young England
- The Corn Law debate and the end of the government
- After 1846 there was no majority Tory government until 1874 - a comment on his longer-term success?

Overall candidates will offer a debate and come to a substantiated judgement whether Peel was a successful leader of the Tory party in the period 1834-1846.

## 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