



GCE AS MARKING SCHEME

SUMMER 2022

**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 2022 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.

Marking guidance for examiners

Summary of assessment objectives for Unit 1

The questions in this examination assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. In Section A, candidates choose one question from a choice of two. In Section B, candidates again choose one question from a choice of two. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme has two parts:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 1.
- Advice on each 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 listed. Assessors must credit any further admissible evidence offered by candidates.

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.

AO1: 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.

| | | Analysis and evaluation | Judgement | Knowledge | Communication |
|---|--------------------|--|---|--|--|
| Band 6 | 26–30 marks | The learner is able to effectively analyse and evaluate the key issues in relation to the set question. | A focused, sustained and substantiated judgement is reached. | The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied. | The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed. |
| Band 5 | 21–25 marks | The learner is able to clearly analyse and evaluate the key issues in relation to the set question. | There is a clear attempt to reach a substantiated judgement which is supported. | The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied. | The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy. |
| Band 4 | 16–20 marks | The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation. | A judgement is seen but lacks some support or substantiation. | There is evidence of accurate deployment of knowledge. | There is a good level of written communication with a reasonable degree of accuracy. |
| Band 3 | 11–15 marks | The learner is able to show understanding through some analysis and evaluation of the key issues. | There is an attempt to reach a judgement but it is not firmly supported and balanced. | Some relevant knowledge on the set question is demonstrated. | There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar. |
| Band 2 | 6–10 marks | | There is an attempt to provide a judgement on the question set. | The learner provides some relevant knowledge about the topic. | There is a reasonable level of written communication which conveys meaning though there may be errors. |
| Band 1 | 1–5 marks | | There is little attempt to provide a judgement on the question set. | The learner provides limited knowledge about the topic. | There is an attempt to convey meaning though there may be errors. |
| Award 0 marks for an irrelevant or inaccurate response. | | | | | |

Section A

| | |
|---|---|
| 0 | 1 |
|---|---|

How effectively did governments deal with radical protest in the period from 1812 to 1820?

Candidates will offer a supported appraisal of governments' dealings with radical protests, measuring the strengths and limitations of their responses in the context of the period specified and perhaps in relation to other relevant issues. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that governments dealt effectively with radical protest during the period may include the following.

- The prevention of a complete breakdown of law and order between 1812 and 1820.
- The measures to deal with Luddism.
- The successful use of spies and intelligence.
- Legislative responses between 1815 and 1820.
- Specific government successes such as the Pentrich Rising and the Cato St. Conspiracy.

Arguments that suggest that governments did not deal effectively with radical protest during the period may include the following.

- Governments failed to deal with economic and social grievances.
- They failed to deal with parliamentary reform.
- The strength of loyalism was more important.
- Legislation was inadequate.
- Peterloo was an overreaction – and a public relations disaster.
- Queen Caroline's trial in 1820 was marked by rioting.

“The reform of public health was the most significant social reform in the period from 1833 to 1848.” Discuss.

Candidates will offer a supported analysis of the reform of public health, measuring its significance – in relation to other relevant issues – as a social reform, and in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the reform of public health was the most significant social reform during the period may include the following.

- The impact of cholera epidemics.
- The extent of the public health problem.
- The Health of Towns Commission (1842).
- The Public Health Act (1848), which set the pattern for central and local administration of health and medical services.
- The principles of utilitarianism, which were applied in legislation and monitoring.

Arguments that suggest that the reform of public health was not the most significant social reform during the period may include the following.

- Factory and mines reforms broke new ground in regulation of the workplace.
- The reform of the Poor Law in 1834 applied utilitarianism and the ideas of Chadwick and set a pattern for the future.
- Education reforms in 1833 may have been of greater significance.
- The Municipal Corporations Act (1835) was a breakthrough.
- The registration of births, marriages and deaths from 1836 was essential for later social reforms.

Section B

0 3

To what extent was economic hardship responsible for popular protest in the period from 1815 to 1867?

Candidates will offer a supported appraisal of economic hardship across the specified period, measuring – in relation to other relevant issues – the degree to which it was responsible for popular protest. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that economic hardship was responsible for popular protest during the period may include the following.

- The post-war depression and its effects.
- The impact of frequent economic depressions and their links with Chartism.
- Rural poverty and its links with the Swing riots and Rebecca.
- The social and economic background to the Merthyr Rising.
- Anti-poor law agitation after 1834.
- The trade union movement.

Arguments that suggest that economic hardship was not responsible for popular protest during the period may include the following.

- There was demand for radical reform after 1815.
- Reform Act agitation was significant between 1830 and 1832.
- There was a political background to the Merthyr Rising.
- Chartism had several important political aims.
- The Anti-Corn Law League was not driven by economic hardship, although it did play a role.
- There was reform agitation in the 1860s.

“The Corn Laws had the most significant influence on the fortunes of the Tory Party in the period from 1815 to 1880.” Discuss.

Candidates will offer a supported analysis of the Corn Laws, measuring their influence – in relation to other relevant issues – on the fortunes of the Tory/Conservative Party in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the Corn Laws had the most significant influence on the fortunes of the Tory Party during the period may include the following.

- The reasons for the existence of the Corn Laws, and the Liberal Tories’ attempts to reform the laws.
- The split in the Tory Party in 1846.
- The continuing rift between the Peelites and the protectionists.
- The fact that there were only minority and short-lived Tory administrations in 1852, 1858–1859 and 1866–1868.
- The absorption of the Peelites into the Liberal party and the strength of the Whig/Liberal combination.
- The fact that the Tories’ only majority election win during the period came in 1874.

Arguments that suggest that the Corn Laws did not have the most significant influence on the fortunes of the Tory Party during the period may include the following.

- The reforms of the Liberal Tories were significant.
- Catholic Emancipation and the emergence of the Ultras influenced Party fortunes in the late 1820s and early 1830s.
- Arguments over the Tamworth Manifesto, and then the extent of reform, affected the Party throughout the period of Peel’s leadership.
- The 1867 Reform Act had a significant impact on Party attitudes if not its immediate electoral fortunes.
- The Party experienced significant organizational and inspirational change under Disraeli: much was achieved during his ministry.