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# **GCE AS MARKING SCHEME**

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**SUMMER 2022**

**HISTORY - UNIT 2**

**DEPTH STUDY 3: REFORM AND PROTEST IN WALES  
AND ENGLAND c.1783–1848**

**PART 1: RADICALISM AND THE FIGHT FOR  
PARLIAMENT REFORM c.1783–1832**

**2100U30-1**

## **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 Question 1**

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

#### **The structure of the mark scheme**

The mark scheme for Question 1 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 2.
- Advice on the specific question that outlines indicative content which may 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 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.

### **Summary of assessment objectives for Question 2**

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

#### **The structure of the mark scheme**

The mark scheme for Question 2 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 2
- Advice on the 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.

#### **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 level are displayed. Thirdly a final mark for the question can then be awarded.

**AO2:** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

		<b>Value of the sources</b>	<b>Analysis and evaluation of the sources in their historical context</b>	<b>Focus on the question set</b>
<b>Band 6</b>	<b>26–30 marks</b>	The learner shows clear understanding of the strengths and limitations of the sources.	The sources are clearly analysed and evaluated in the specific and wider historical context.	The learner will make a sustained and developed attempt to utilise the sources to directly answer the question set.
<b>Band 5</b>	<b>21–25 marks</b>	The learner considers the strengths and limitations of the sources.	There is some analysis and evaluation of the sources in the specific and wider historical context.	The learner deploys the sources appropriately to support the judgement reached about the question set.
<b>Band 4</b>	<b>16–20 marks</b>	The learner develops a response which begins to discuss the strengths and limitations of the sources.	There is some analysis and evaluation of the sources with an awareness of the wider historical context.	The learner deploys the sources to support the judgement reached about the question set.
<b>Band 3</b>	<b>11–15 marks</b>	The learner uses most of the source material to develop a response.	There is some analysis and evaluation of the sources.	The learner begins to discuss the sources' use in the context of the question set.
<b>Band 2</b>	<b>6–10 marks</b>	The learner uses some of the source material to develop a response.	The learner begins to analyse and evaluate the sources but it is largely mechanical.	The learner attempts to comment on the sources' use but lacks context.
<b>Band 1</b>	<b>1–5 marks</b>	There is limited evidence of the use of the sources.	Sources are used for their content only.	
Award 0 marks for an irrelevant or inaccurate response.				

**Using your understanding of the historical context, assess the value of these three sources to an historian studying the campaign for parliamentary reform in the period from 1820 to 1832.**

Candidates will consider the value of the sources to an historian studying the campaign for parliamentary reform in the period from 1820 to 1832. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include the following.

- Source A** The general context of the source is the post-war social, political and economic issues of the period from 1815 to 1820, while the specific context may include reference to the aftermath of Peterloo or the campaign for parliamentary reform. In the source, Wade presents a radical analysis of the post-war problems and the perceived threat to liberty. As a journalist he may be well informed and selects his supporting evidence with devastating effect. There are clear references to Old Sarum, Peterloo and the defects of the electoral system. The language and tone are highly critical and there are scathing comments about the establishment, which reveal Wade's partiality. The book is an indictment of the current government and its failure to address parliamentary reform.
- Source B** The general context of the source is popular protest and the campaign for parliamentary reform, while the specific context may include reference to the Reform Act crisis and the creation of political unions (1829–1831). The Annual Register was a conservative journal deeply suspicious of any attempt to change society in a radical direction. The reference to the order of society in the last sentence is highly revealing. The source refers to the recent public meetings of the political unions that did so much to raise the temperature of the reform debate. The reference to the middle and lower classes acting in combination was a major concern of the government, whose plans to enfranchise the middle classes were in part designed to undermine popular agitation. The language and tone, which are highly critical of the unions betrays its obvious bias. Nonetheless the source accurately portrays the febrile atmosphere in the country during 1831.
- Source C** The general context of the source is the events leading to the Reform Act crisis (1829–1832), while the specific context may include reference to the passage of the Reform Bill in June 1832. The cartoon is from a non-aligned newspaper but the prominence given to the Whig ministers suggests a pro-reform bias. Britannia is shown slaying a dragon and the lion is shown scaring the Tory opposition into flight, so clearly the Reform Act is seen as beneficial. Unusually the cartoon shows the king, William IV, in a favourable light and the context of his decision to create the necessary Whig peers may be commented upon. The cartoon is allegorical and clear on the villains of the piece.

**AO3:** Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

		<b>Focus on the question set</b>	<b>Analysis of the interpretation</b>
<b>Band 6</b>	<b>26–30 marks</b>	The learner discusses clearly the question set in the context of alternative interpretations.	The learner considers the validity of the interpretations in the development of the historiographical context. They demonstrate an understanding of how and why this issue has been interpreted in different ways. They discuss <b>why</b> a particular historian or school of history would form an interpretation based on the evidence available to the historian.
<b>Band 5</b>	<b>21–25 marks</b>	The learner discusses the question set in the context of alternative interpretations.	The learner discusses the work of different historians and/or schools of history to show an understanding of the development of the historical debate. The learner analyses and explains the key issues in the question set when considering the interpretation in the question.
<b>Band 4</b>	<b>16–20 marks</b>	The learner discusses the question set in the context of the development of the historical debate that has taken place.	There is some attempt to explain <b>why</b> different interpretations have been formed. The learner considers a counterargument to that presented in the question.
<b>Band 3</b>	<b>11–15 marks</b>	The learner attempts to discuss the question set in the context of the development of the historical debate that has taken place.	There is a limited attempt to explain <b>why</b> different interpretations have been formed.
<b>Band 2</b>	<b>6–10 marks</b>	The learner is able to show understanding of the question set. There is an attempt to reach a judgement but it is not firmly supported or balanced.	The learner's discussion of the interpretation is valid, with reference to alternate interpretations.
<b>Band 1</b>	<b>1–5 marks</b>	Any judgement reached is limited and unsupported.	The learner attempts to discuss the interpretation by tending to agree or disagree with it.
Award 0 marks for an irrelevant or inaccurate response.			

**How valid is the view that the Younger Pitt's policies were effective in meeting the challenge of radicalism in the 1790s?**

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Candidates will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that the Younger Pitt's policies were effective in meeting the challenge of radicalism in the 1790s. Some of the issues to consider may include the following.

**Interpretation 1**

This argues that Pitt's policies were ineffective, badly designed, unjust, unfair and tragic as the threat to Britain's safety was exaggerated. Candidates may consider the historical support that helps form this interpretation, which includes the legislation passed in 1793–1795, and the resulting trials of radicals, many of which backfired on the government when juries acquitted defendants. There may be awareness of the government's use of spies and intelligence to thwart the radical movement. The Whig interpretation held sway for a long time and saw Pitt's previous reputation as a reformer trashed by his paranoid and excessive response to the French Revolution, the early stages of which were welcomed by prominent Whigs.

**Interpretation 2**

This argues that Pitt's policies were successful and effective in dealing with a dangerous radical threat. Hague emphasises the threat from revolutionary France, which by 1794 was no longer a moderate revolution but a decidedly more radical and violent phenomenon. He points to the intelligence the government had about the intentions of the Corresponding Societies and the possibility of a general convention. Hague concedes that the government's response was heavy handed and was criticised at the time by the Whigs as a threat to freedom. However, candidates may note that there was no revolution in Britain, although the fears were very real and provided the background to the Act of Union as late as 1799–1800.

**Wider debate**

Candidates may refer to more conservative interpretations of all the Tory governments stressing their realism, moderation in dealing with radicalism, success in maintaining law and order and the exaggeration of radical unity. It is possible for other historians to make different interpretations about this issue because of the popularity of EP Thompson's work on the period, in which he sees the formation of a working class built on a tradition of dissent and local organisation at odds with governments with very different agendas and perceptions. The role of radical movements was a very important component of Thompson's thesis. More recent work by Gash and Christie emphasises the strength of loyalism, the constitution and the Tory governments of most of the period as a counter to the radical threat, which they see as very real. More recent revisionism suggests that while Pitt may have been paranoid about the radical threat, his government did successfully repress it.