



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2016

HISTORY - UNIT 1  
PERIOD STUDY 3

POLITICS, PROTEST AND REFORM IN WALES AND  
ENGLAND, c. 1780-1880

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## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 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 1**  
**PERIOD STUDY 3**  
**POLITICS, PROTEST AND REFORM IN WALES AND ENGLAND c. 1780-1880**  
**MARK SCHEME**

**Section A**

**Marking guidance for examiners**

**Summary of assessment objectives for Section A**

Section A 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 each question chosen in this section is 30.

**The structure of the mark scheme**

The mark scheme for Section A 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 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.*

### **Were economic conditions mainly responsible for discontent and radical protest in the period 1812-1848?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which economic conditions were mainly responsible for discontent and radical protest in the period 1812-1848. 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 extent to which economic conditions were responsible for discontent and radical protest in the period 1812-1848. In order to reach a substantiated judgement about this issue, candidates may argue that economic conditions were indeed mainly responsible for discontent and radical protest in the period 1812-1848. The response might support this proposition by considering issues such as:

- the impact of the Napoleonic Wars was causing social unrest by 1812
- Luddism was a response to the changes in industry mainly seen from around 1812
- the post war recession and poor harvest of 1816 fuelled widespread protest exacerbated by the Corn Laws e.g. Blanketeers and Pentrich rising
- rural economic distress was a significant factor in the Swing and Rebecca protests
- economic depression was a factor in the Chartist protests
- free trade and the demand for cheap bread was largely responsible for the Anti-Corn Law League

Candidates might consider challenging the proposition in the question by arguing that economic conditions were not mainly responsible for discontent and radical protest in the period 1812-1848. The response might consider alternative issues such as:

- the influence of the French Revolution on the growth of radicalism in the early nineteenth century
- popular radicalism and the appeal of Paine and Cobbett
- the revival of demands for parliamentary reform after 1815 and associated protests e.g. Spa Fields and Peterloo
- the serious disturbances arising from the trial of Queen Caroline in 1820
- the growing campaign for political reform 1830-1832
- political factors in uprisings such as the Merthyr Rising 1831
- disappointment with the Reform Act 1832 and the rise of the Chartist movement
- non-economic factors in the Rebecca Riots such as absentee landlords
- anti-poor law agitation in the 1830s

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which economic conditions were mainly responsible for discontent and radical protest in the period 1812-1848.

## 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 was the reform of the Poor Law the most significant social reform 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 the extent to which the reform of the Poor Law was the most significant social reform 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 extent to which the reform of the Poor Law was the most significant social reform 1815-1848. In order to reach a substantiated judgement about this issue, candidates may argue that the reform of the poor law was the most significant reform in the period 1815-1848. The response might support this proposition by considering issues such as:

- the Poor Law reform was a major reconstruction of the system that had been in place for decades
- the influence of the utilitarians in its genesis and implementation was to prove crucial in other areas of reform
- there were massive savings for ratepayers which was a prime motivation for this reform and coloured the approach to other reforms
- the workhouse system proved long lived even if the implementation was modified in times of economic strain
- the investigative/evidence based approach was used in other reforms as well as the monitoring function shown in regular reports to parliament

Candidates might consider challenging the proposition in the question by arguing that in some respects the reform of the Poor Law was not the most significant social reform in the period 1815-1848. The response might consider issues such as:

- the social reforms of the Tory governments 1815-1830
- the reforms in working conditions in the mines and factories starting with the Factory Act 1819
- the ground-breaking grant to education in 1833
- the investigations into, and reforms of, public health culminating in the Act of 1848
- the registration of Births, Marriages and Deaths

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the reform of the Poor Law was the most significant social reform in the period 1815-1848.

## ASSESSMENT GRID FOR SECTION A QUESTIONS

Target: AO1

Total mark: 30

**Focus:** *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 focussed 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 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 substantiated judgement covering most 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 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 clearly 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 and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering the whole 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 the essay and is able to provide an analytical, evaluative 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
<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 focussed 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. 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 over the period in relation to the key concept. There may be some listing of developments and a series of mini judgements. There should be some focus on the key concept in the question set and there will be a balanced judgement; 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 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>
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” [throwaway / simplistic / bolt-on] judgement referring to the key concept in the set question which is not appropriately supported.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and / or factors related to the topic area.
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

## **Section B**

### **Marking guidance for examiners**

#### **Summary of assessment objectives for Section B**

Section B questions also 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 section is 30.

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

The mark scheme for Section B 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 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 successfully did governments deal with the demand for parliamentary reform in the period 1780-1848?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether governments were successful in dealing with the demand for parliamentary reform in the period 1780-1848. 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 extent to which governments were successful in dealing with the demand for parliamentary reform in the period 1780-1848. In order to reach a substantiated judgement about this issue, candidates may argue that governments were very successful in dealing with the demand for parliamentary reform in the period 1780-1848. The response might support this proposition by considering issues such as:

- the governments of the Younger Pitt and Lord Liverpool faced down a dangerous threat from radical reformers at times of national crisis especially in the 1790s and the post 1815 period
- it could be argued that the Reform Act 1832 was a timely and shrewd concession that defused a potentially dangerous alliance between middle and working classes whilst removing the worst abuses of the system
- the terms of the 1832 Act were a significant addition to the electorate ushering in a period of significant reform in church and state
- Peel's financial and economic reforms and firm handling of the Chartist movement in the 1840s undermined demands to reform Parliament further

Candidates might consider challenging the proposition in the question by arguing that governments were not really successful in dealing with the demand for parliamentary reform in the period 1780-1848. The response might consider alternative factors such as:

- the early parliamentary reform movement was too weak to achieve even the most really basic reforms of the worst abuses in the system: the government of Pitt had to do very little
- the Tory governments' repression 1815-1820 and failure to address the issue in the 1820s led to a revival of the issue in the late 1820s
- the 1832 Act failed to address significant working class grievances stimulating the Chartist movement and further unrest
- the 1832 Act proved limited and not successful in preventing further demands for reform
- there remained considerable problems with corruption and the lack of a secret ballot which were not tackled by government

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which governments were successful in dealing with the demand for parliamentary reform in the period 1780-1848.

## INDICATIVE CONTENT FOR QUESTION 4

*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.*

### **'Sir Robert Peel was the most significant influence on the development of the Tory party in the period 1815-1880'. 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 Sir Robert Peel was the most significant influence on the development of the Tory party in the period 1815-1880. 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 extent to which Sir Robert Peel was the most significant influence on the development of the Tory party in the period 1815-1880. In order to reach a substantiated judgement about this issue, candidates may argue that Peel was indeed the most significant influence on the development of the Tory party in the period 1815-1880. The response might support this proposition by considering issues such as:

- Peel's reforms in the 1820s
- his role in Catholic Emancipation and the collapse of the Tory government in 1830
- the transformation of the party after the Tamworth manifesto
- Peel's strategy to accommodate Toryism to an era of reform and economic change and his success in the 1841 election
- the reforms of the 1841-1846 ministries
- the breakdown in the relations between Peel and the Tory backbenchers in the 1840s
- the split in the party over the Repeal of the Corn Laws and the failure to achieve office for long periods of time in the 1850s and 1860s

Candidates might consider challenging the proposition in the question by arguing that other significant influences on the development of the Tory party in this period should be considered. The response might consider alternative factors such as:

- the roles of Liverpool, Huskisson and Wellington in the period 1815-1830.
- Disraeli's vitriolic criticisms of Sir Robert Peel, especially over the repeal of the Corn Laws. This fractured the Tory party and put it out of power for 20 years
- the Second Reform Act 1867 as a landmark piece of legislation
- Disraeli's in the revival of the party in the 1870s, winning the election of 1874
- Tory democracy and "One Nation" politics still resonates in Disraeli's continuing appeal
- the record of Disraeli's second ministry 1874-1880
- the negative impact of popular mid-century politicians like Palmerston led to long periods of Whig/liberal rule
- Gladstone's success in rallying opposition to Conservative policy, winning elections and the effects of imperialism in 1880

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Sir Robert Peel was the most significant influence on the development of the Tory party in the period 1815-1880.

## ASSESSMENT GRID FOR SECTION B QUESTIONS

Target: AO1

Total mark: 30

Focus: *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 focussed 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 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 substantiated judgement covering most 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 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 clearly 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 and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering the whole 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 the essay and is able to provide an analytical, evaluative 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
<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 focussed 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. 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 over the period in relation to the key concept. There may be some listing of developments and a series of mini judgements. There should be some focus on the key concept in the question set and there will be a balanced judgement; 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 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>
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” [throwaway / simplistic / bolt-on] judgement referring to the key concept in the set question which is not appropriately supported.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and / or factors related to the topic area.
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