



GCE MARK SCHEME

SUMMER 2017

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 2017 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 focused 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.

To what extent were Sir Robert Peel's reforms an effective solution to the problems he faced as a politician in the period 1822-1846?

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's reforms were an effective solution to the problems he faced in the period 1822-1846. 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 question.

Candidates will offer an analysis and evaluation of the extent to which Sir Robert Peel's reforms were an effective solution to the problems he faced as a politician in the period 1822-1846. In order to reach a substantiated judgement about this proposition, candidates may argue that Sir Robert Peel's reforms were an effective solution to the problems he faced as a politician in the period 1822-1846. The response might support this proposition by considering issues that seemed to have some effective solution such as:

- Peel's reforms in the 1820s as Home Secretary including police and prison reform
- his role in Catholic Emancipation and the nature of the crisis it resolved
- 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 financial, social and economic reforms of the 1841-1846 ministries
- their impact on mid- Victorian prosperity and the end of depression and hunger
- free trade and the end of the Corn laws

Candidates might consider challenging the proposition in the question by arguing that in some respects Peel's reforms were not so effective in the period 1822-1846. The response might consider issues that were not dealt with so effectively such as:

- the limitations of the social reforms of the Tory governments 1822-1830
- the price of Catholic Emancipation in terms of party unity
- the limits to social reform in 1841-1846
- conflict with backbenchers over the direction of reform
- arguments between free traders and protectionists
- continuing problems with Ireland
- the break-up of the Tory party after 1846

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Sir Robert Peel's reforms were an effective solution to the problems he faced as a politician in the period 1822-1846.

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.

'The ideas of the utilitarians were the most significant influence upon social reform in the period 1830-1848.' Discuss.

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 ideas of the utilitarians were the most significant influence upon social reform in the period 1830-1848. 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 question.

Candidates will offer an analysis and evaluation of the extent to which the ideas of the utilitarians were the most significant influence upon social reform in the period 1830-1848. In order to reach a substantiated judgement about this proposition, candidates may argue that the ideas of the utilitarians were the most significant influence upon social reform in the period 1830-1848. The response might support this proposition by considering issues such as:

- Poor Law reform was a major reconstruction of the system that had been in place for decades
- the utilitarian ideas of Bentham and Chadwick
- the influence of the utilitarians in the genesis and implementation of poor law and public health reform was to prove crucial in other areas of reform
- the passing of the Public Health Act 1848 and the role played by utilitarians
- 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 of the utilitarians 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 ways the ideas of the utilitarians were not the most significant influence upon social reform in the period 1830-1848. The response might consider alternative influences such as:

- humanitarian influences especially in mines and factory reform
- influence of religion and evangelical reformers
- maverick Tory and radical reformers e.g. Oastler
- educational reform and social control arguments
- Parliamentary investigations e.g. factories, mines, health of towns etc
- modest social reforms of the Peel administration 1841-1846 aimed at electoral support

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the ideas of the utilitarians were the most significant influence upon social reform in the period 1830-1848.

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 focused 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 far do you agree that the Anti-Corn Law League was the most effective popular protest movement in the period 1780-1850?

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 ACCL was the most effective popular protest movement in the period 1780-1850. 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 question.

Candidates will offer an analysis and evaluation of the extent to which the ACCL was the most effective popular protest movement in the period 1780-1850. In order to reach a substantiated judgement about this issue, candidates may argue that the ACCL was the most effective popular protest movement in the period 1780-1850. The response might support this proposition by considering issues such as:

- the success of the ACCL's campaign and organisation
- the impact on Sir Robert Peel
- the repeal of the Corn Laws 1846
- compare the failure of popular radicalism 1780-1820
- compare the failure of the Chartist movement to attain its aims
- compare the failure of the early trade unions
- consider the fate of the Merthyr rising
- consider the suppression of Swing and Rebecca

Candidates might consider challenging the proposition in the question by arguing that in some ways the ACCL was not the most effective popular protest movement in the period 1780-1850. The response might consider alternative factors such as:

- the impact of the political unions and popular protest during the Reform Crisis 1830-1832
- the impact of the Merthyr rising on politics
- the impact of Swing in 1830-1831 and the impact of Rebecca
- anti- poor law agitation, especially in the North
- the threat posed by Chartism and possible impact on government financial and economic policy in the 1840s

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the ACCL was the most effective popular protest movement in the period 1780-1850.

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.

Was the demand for parliamentary reform mainly responsible for popular protest in the period 1812-1880?

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 demand for parliamentary reform was mainly responsible for popular protest in the period 1812-1880. 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 question.

Candidates will offer an analysis and evaluation of the extent to which the demand for parliamentary reform was mainly responsible for popular protest in the period 1812-1880. In order to reach a substantiated judgement about this issue, candidates may argue that the demand for parliamentary reform was mainly responsible for popular protest in the period 1812-1880. The response might support this proposition by considering issues such as:

- the revival of radicalism after 1815 and episodes like Spa Fields and Peterloo
- the political unions and the Reform Act crisis
- the impact of parliamentary reform on the Merthyr rising
- the aims and origins of the Chartist movement
- Chartist protests and petitions to Parliament
- agitation in the 1866-1867 period leading to the Second Reform Act

Candidates might consider challenging the proposition in the question by arguing that other significant causes of popular protest should also be considered. The response might consider alternative factors such as:

- popular radicalism and the appeal of Paine and Cobbett
- Luddism was a response to the changes in industry mainly seen from 1811-1812
- the post war recession and poor harvest of 1816 fuelled widespread protest - e.g. Blanketeers and Pentrich rising.
- rural distress was a significant factor in the Swing and Rebecca protests
- the anti-Poor Law movement was very influential in causing protest
- economic depression was a factor in the Chartist protests
- free trade and the demand for cheap bread were largely responsible for the Anti- Corn Law League
- the growth of deference and moderation saw a decline in popular protest 1850-1880

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the demand for parliamentary reform was mainly responsible for popular protest in the period 1812-1880.

ASSESSMENT GRID FOR UNIT 1 (SECTIONS A AND 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.*

Band 6 CHARACTERISTICS		<i>The response is fully focussed on the exact key concept in the set question, covering the whole of 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 and 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 and substantiated judgement covering the whole of the set period.
B6L	26	The response begins to show some characteristics of Band 6
Band 5 CHARACTERISTICS		<i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the set 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 the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering most 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 most of the essay and is able to provide an analytical, evaluative and 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. <i>[This can also be used for good responses that don't cover most of the period set especially in Section B question].</i>
Band 4 CHARACTERISTICS		<i>The response has some focus on the key concept in the set question covering some to most 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 over most of the set period. 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 in relation to the key concept over most of the set period. There may be some listing of developments and a series of mini judgements. There will be a balanced final judgement but there may well be some drift.
B4L	16	The response begins to show some characteristics of Band 4.

Band 3 CHARACTERISTICS		<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 (<i>mechanistic/formulaic</i>) series of developments, events and/or factors over the period rather than discussing 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 be a weak focus and imbalanced judgement on the key concept in the question set [<i>the yes (or no) imbalanced essay</i>]. Also use if the answers do not deal adequately with the key concept or with any counter arguments or for answers which provide an imbalanced argument.
B3L	11	The response begins to show some characteristics of Band 3. (<i>Use if only the provided factor is discussed in terms of the key concept with no debate</i>).
Band 2 CHARACTERISTICS		<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” [<i>throwaway / simplistic / bolt-on</i>] judgement referring to the key concept in the set question which is not appropriately supported. Accept an inferred or implied judgement here.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and/or factors related to the topic area. No judgement is attempted here.
B2L	6	The response begins to show some characteristics of Band 2.
Band 1 CHARACTERISTICS		<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.