



GCE MARK SCHEME

SUMMER 2019

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 2019 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. The periods set in the question range between 20 and 40 years. 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 that 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.

How far do you agree that the defects of the electoral system were mainly responsible for the demands for parliamentary reform in the period from 1793 to 1832?

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 defects of the electoral system were mainly responsible for the demands for parliamentary reform in the period from 1793 to 1832. 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 defects of the electoral system were mainly responsible for the demands for parliamentary reform in the period from 1793 to 1832. In order to reach a substantiated judgement about this issue, candidates may argue that the defects of the electoral system were clearly mainly responsible for the demand for parliamentary reform in the period from 1793 to 1832. The response might support this proposition by considering issues such as:

- Unequal constituencies and population changes;
- Varying franchises;
- Rotten and pocket boroughs;
- Uncontested elections and lack of the secret ballot;
- Corruption and influence;
- Failure of limited attempts at reform, for example Russell's Bill of (1822) and the Grampound issue (1826).

Candidates might consider challenging the proposition in the question by arguing that in some respects there were more significant influences on the demands for parliamentary reform. The response might consider issues such as:

- The impact of the French Revolution and the arguments of Burke and Paine;
- Corresponding Societies in the 1790s;
- The Re-emergence of radicalism after 1815 and the growth of a radical press and increased agitation;
- The impact of social and economic distress;
- The political demands of new manufacturing classes;
- The collapse of Tory rule between 1828 and 1830;
- The Political Unions and the campaign for reform between 1829 and 1832.

Overall candidates will offer a debate and come to a substantiated judgement regarding whether the defects of the electoral system were mainly responsible for the demands for parliamentary reform in the period from 1793 to 1832.

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 Rebecca riots the most effective popular protest movement in the period from 1830 to 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 the Rebecca riots were the most effective popular protest movement in the period from 1830 to 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 Rebecca riots were the most effective popular protest movement in the period from 1830 to 1848. In order to reach a substantiated judgement about this issue, candidates may argue that the Rebecca riots were indeed the most effective popular protest movement in the period from 1830 to 1848. The response might support this proposition by considering issues such as:

- The impact of the riots on the government;
- The publicity generated in *The Times* newspaper reports and the subsequent enquiry;
- The amelioration of the Poor Law;
- The government decision to enquire into grievances;
- The reforms to the turnpike system.

Candidates might consider challenging the proposition in the question by arguing that in some ways other popular protests were more effective in the period from 1830 to 1848. The response might consider alternative arguments such as:

- The debate on the Reform Bill crisis and the significance of popular protest in achieving change;
- The success of the Anti-Corn Law League;
- Rural protest from 1830 to 1831 and its impact upon the Whig government;
- The growth of trade unionism;
- The 10 Hours Movement and its success;
- The issues raised by the Chartist movement.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Rebecca riots were the most effective popular protest movement in the period from 1830 to 1848.

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. The periods set in the question range between 40 and 80 years. 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 that 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.

‘Lord Liverpool was the most successful Tory prime minister in the period from 1822 to 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 whether Lord Liverpool can be considered to be the most successful Tory prime minister in the period from 1822 to 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 Lord Liverpool can be considered to be the most successful Tory prime minister in the period from 1822 to 1880. In order to reach a substantiated judgement about this issue, candidates may argue that Lord Liverpool can be considered to be the most successful Tory prime minister in the period from 1822 to 1880. The response might support this proposition by considering issues such as:

- Liverpool’s long period of political mastery 1812–1827;
- He was a moderate whose views/approach did not split the party between 1822 and 1827;
- His consistency as an election winner;
- His maintenance of cabinet unity despite having to deal with demanding colleagues;
- The differing ways in which Wellington, Peel and Disraeli wrecked the party after 1827.

Candidates might consider challenging the proposition in the question by arguing that in some ways Lord Liverpool was not the most successful Tory Prime Minister in the period from 1822 to 80. The response might consider issues such as:

- Liverpool’s failure to address social problems and parliamentary reform;
- Wellington’s and Peel’s courage in seeing through Catholic Emancipation;
- Peel’s success in modifying conservatism and his significant reforms of 1841 to 1846;
- Disraeli’s part in the revival of conservatism and the 1867 Reform Act;
- Disraeli’s social reforms of 1874 to 1880 and their significance.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Lord Liverpool can be considered the most successful Tory prime minister in the period from 1822 to 1880.

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.

‘Improvements in working hours and conditions were the most significant reforms affecting the lives of people in Wales and England in the period from 1822 to 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 improvements in working hours and conditions were the most significant reforms affecting the lives of people in England and Wales in the period from 1822 to 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 improvements in working hours and conditions were the most significant reforms affecting the lives of people in England and Wales in the period from 1822 to 1880. In order to reach a substantiated judgement about this issue, candidates may argue that these improvements were the most significant reforms affecting the lives of people in England and Wales in the period from 1822 to 1880. The response might support this proposition by considering issues such as:

- The factory reforms of 1833 and 1844 and the onset of inspection;
- The achievement of 10 hours in 1847;
- Mines and chimney sweep legislation;
- Factory reform in 1876;
- Trade union legislation and its effects.

Candidates might consider challenging the proposition in the question by arguing that other significant reforms should be considered. The response might consider alternative arguments such as:

- Liberal Tory reforms in the 1820s;
- Poor Law reform;
- Public health reform and its significance;
- Educational reform and social control arguments between 1833 and 1880;
- Peel’s financial, economic and social reforms;
- The repeal of the Corn Laws;
- Permissive social legislation and its influence.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which improvements in working hours and conditions were the most significant reforms affecting the lives of people in England and Wales in the period from 1822 to 1880.

UNIT 1: THE PERIOD STUDY MARK SCHEME FOR 2019

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 awarded to answers showing the appropriate characteristics.

Band 6 CHARACTERISTICS		<i>The response is fully focused 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.
Band 5 CHARACTERISTICS		<i>The response is mainly focused 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>

Band 4 CHARACTERISTICS		<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.
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 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.
Band 2 CHARACTERISTICS		<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.
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.
B1S	3	The response is very brief and / or largely irrelevant to the concept set.
	0	Use for incorrect answers