

**UNIT 1**  
**PERIOD STUDY 3**  
**POLITICS, PROTEST AND REFORM: 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.*

**How successfully did Lord Liverpool's governments deal with the problem of popular protest in the period 1812-1822?**

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 Lord Liverpool's governments were successful in dealing with the problems of popular protest in the period 1812-1822. 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's governments were successful in dealing with the problems of popular protest. In order to reach a substantiated judgement about this issue, candidates may argue that Lord Liverpool's governments dealt successfully with the problems of popular protest. The response might consider supporting the proposition by considering:

- in the absence of a police force, the government had to use local JPs, spies and the army to discharge its prime duty of maintaining public order
- use of agent provocateurs did disrupt protest movements – a preventative measure
- the government used legal and legislative measures to deal with a perceived dangerous radical threat: suspension of Habeas Corpus, Seditious Meetings Act 1817 and the Six Acts 1819; such measures indicated a government determined on control
- the government also deployed troops effectively in the troubled areas
- many of the measures taken were temporary in an emergency situation and not intended to be permanent changes to the laws of the country

Candidates might consider challenging the proposition in the question by arguing that in some respects Lord Liverpool's governments were less successful in dealing with popular protest. The response might consider issues such as:

- the apparent failure in the period 1812-1822 to deal with the root causes of social and economic discontent
- the negative impact of the Corn Laws and the increase in indirect taxation
- early nineteenth century governments did not have the resources or organisation to deal with hunger, poverty and unemployment
- the severity of the Game Laws 1816
- members in the government were portrayed as out of touch and insensitive

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Lord Liverpool's governments were successful in dealing with the problems of popular protest.

## 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.*

### **How far do you agree that the Chartist Movement was mainly the result of economic hardship?**

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 Chartist Movement was mainly the result of economic hardship. 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 Chartist Movement was mainly the result of economic hardship. In order to reach a substantiated judgement about this issue, candidates may argue that the Chartist was mainly the result of economic hardship. The response might consider supporting this proposition by considering:

- the periods of maximum Chartist support were also years of severe economic depression (1838-9, 1842 and 1848)
- workers were more easily persuaded to protest at times when employment was scarce and wages inadequate
- new machinery, the availability of cheap female and child labour put the jobs of skilled workers at risk
- certain trades suffered more severely in the depression and they turned out to be strong Chartist supporters e.g. stocking weavers, handloom weavers
- Chartism was strong in the areas of significant industrial change

Candidates might consider challenging the proposition in the question by arguing that in some respects Chartism was the product of other factors. The response might consider issues such as:

- the actions of government in the 1830s, the disappointment with the 1832 Reform Act, the limited nature of Factory reform and the introduction of police forces
- the anti-poor law campaign encouraged highly organised protest from Chartists
- the significance of the unstamped press campaign
- the continuing radical tradition in the leadership of O'Connor and O'Brien
- the attack on trade unions
- there were regional variations regarding support for Chartism: in London support was strongly political, in South Wales, it was more overtly economic

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Chartist Movement was mainly the result of economic hardship.

**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</b>	<b>Mark</b>	<b>Descriptor</b>
<b>6</b>	<b>26-30</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li><i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i></li> <li><i>demonstrate well-focussed understanding in their analysis and evaluation of the specific issue set</i></li> <li><i>clearly arrive at a substantiated and supported judgement</i></li> <li><i>provide answers which are coherent, fluent and well-organised with good spelling, punctuation and grammar</i></li> </ul>
<b>5</b>	<b>21-25</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li><i>demonstrate and organise accurate, relevant and detailed historical knowledge</i></li> <li><i>demonstrate appropriate understanding in analysing and evaluating the specific issue</i></li> <li><i>reach a balanced judgement with valid and appropriate support</i></li> <li><i>provide answers which show good organisation, structure and spelling, punctuation and grammar</i></li> </ul>
<b>4</b>	<b>16-20</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li><i>demonstrate and organise accurate and relevant historical knowledge</i></li> <li><i>demonstrate valid analysis and evaluation of the issue in the question set</i></li> <li><i>reach a balanced judgement with some valid support</i></li> <li><i>provide answers which are clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i></li> </ul>
<b>3</b>	<b>11-15</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li><i>demonstrate and organise mostly accurate and relevant historical knowledge</i></li> <li><i>demonstrate mostly appropriate but inconsistent analysis and evaluation of the issue in the question set</i></li> <li><i>offer an imbalanced judgement with some support</i></li> <li><i>provide answers which show some expression and organisation with appropriate spelling, punctuation and grammar</i></li> </ul>
<b>2</b>	<b>6-10</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li><i>demonstrate historical knowledge that is limited in accuracy and relevance</i></li> <li><i>offer an undeveloped analysis of the issue in the question set</i></li> <li><i>offer a judgement with very limited support</i></li> <li><i>provide an answer that has some coherence and accuracy in spelling, punctuation and grammar</i></li> </ul>
<b>1</b>	<b>1-5</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li><i>demonstrate material related to the topic area that is brief or very limited in scope</i></li> <li><i>convey some meaning with some accuracy in spelling, punctuation and grammar</i></li> </ul>
<b>Award 0 for incorrect or irrelevant answers</b>		

## 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.*

**Was humanitarian concern mainly responsible for social reform in the period 1830-1880?**

Candidates are expected to reach a substantiated and supported judgement about whether humanitarian concern was mainly responsible for social reforms in the period 1830-1880. 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 humanitarian concern was mainly responsible for social reform in the period 1830-1880. In order to reach a substantiated judgement about this issue, candidates may argue that humanitarian concern was mainly responsible for social reform in the period 1830-1880. The response might consider supporting this proposition by considering:

- the strength of the religious revival during the Industrial Revolution which encouraged evangelicalism and the idea of performing good works to help fellow men
- the example of Wilberforce's anti-slavery campaign was powerful
- the roles of Lord Ashley and Michael Sadler in the campaigns for factory reform in the 1830s and 1840s
- the example of Robert Owen's new model factories
- the public outrage on the publications of reports such as the conditions in the mines

Candidates might consider challenging the proposition in the question by arguing that other factors were just as responsible for social reform in this period. The response might consider issues such as:

- the influence of the Utilitarians, especially Sir Edwin Chadwick, on Poor Law and Public Health reform
- the significance of parliamentary committees and Royal Commissions in investigating social problems and publishing influential reports
- economic arguments about productivity in safer working environments
- the influence of novelists such as Charles Dickens and Mrs. Gaskell
- arguments about the cost of the old poor law
- the pressures created by population increase and industrialization
- the role of newspapers and the popular press
- the attitudes of religious communities

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which humanitarian concern was mainly responsible for social reform in the period 1830-1880.

**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.*

**To what extent was the career of Benjamin Disraeli the most important influence on the fortunes of the Conservative party in the period 1830-1880?**

Candidates are expected to reach a substantiated and supported judgement about whether the career of Benjamin Disraeli was the most important influence on the fortunes of the Conservative party. 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 career of Benjamin Disraeli was the most important influence on the fortunes of the Conservative party in the period 1830-1880. The response might support this proposition by considering issues such as:

- his 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
- his position as a leading parliamentarian in the 1850s and 1860s led to significant roles in two minority conservative governments
- the Second Reform Act 1867 as a landmark piece of legislation
- his role in the revival of the party in the 1870s, winning the election of 1874
- Tory democracy and “One Nation” politics had considerable appeal in this period.
- the record of the Second Ministry 1874-1880

Candidates might consider challenging the proposition in the question by arguing that there were other significant influences on the fortunes of the Conservative Party in the period 1830-1880. The response might consider issues such as:

- the transformation of the party under Sir Robert Peel
- Peel’s strategy to accommodate Toryism to an era of reform and economic change
- the reforms of the 1841-1846 ministries
- the negative impact of mid-century politicians like Lord Palmerston led to long periods of Whig / Liberal rule
- comparative influences of Derby, Cross and Salisbury on the party before 1880
- Gladstone’s success in rallying opposition to the effects of imperialism in 1880

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Disraeli’s career was the most important influence on the fortunes of the Conservative party in the period 1830-1880.

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## 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.*

Band	Mark	Descriptor
6	26-30	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li><i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i></li> <li><i>demonstrate sustained analysis and evaluation of the key issue in the question</i></li> <li><i>reach a substantiated and supported judgement regarding the key issue and other relevant issues from across the period</i></li> <li><i>provide an answer that is coherent, fluent and well-organised with good spelling, punctuation and grammar</i></li> </ul>
5	21-25	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li><i>demonstrate and organise accurate, relevant and detailed historical knowledge</i></li> <li><i>demonstrate clear analysis and evaluation of the key issue in the question</i></li> <li><i>reach a supported judgement regarding the key issue and other relevant issues from most of the period</i></li> <li><i>provide an answer that shows good organisation, structure and spelling, punctuation and grammar</i></li> </ul>
4	16-20	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li><i>demonstrate and organise accurate and relevant historical knowledge</i></li> <li><i>demonstrate valid but inconsistent analysis and evaluation of the key issue in the question</i></li> <li><i>offer a balanced judgement regarding the key issue and some other features of the historical period</i></li> <li><i>provide an answer that is clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i></li> </ul>
3	11-15	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li><i>demonstrate and organise mostly accurate and relevant historical knowledge</i></li> <li><i>demonstrate some accurate analysis and evaluation of the key issue in the question</i></li> <li><i>offer an imbalanced judgement regarding other key issues connected with the historical period</i></li> <li><i>provide an answer with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i></li> </ul>
2	6-10	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li><i>demonstrate and organise some relevant historical knowledge</i></li> <li><i>show an undeveloped evaluation of the key issue in the question set</i></li> <li><i>reach a limited judgement regarding other key issues connected with the topic</i></li> <li><i>provide an answer with some coherence and accuracy in spelling, punctuation and grammar</i></li> </ul>
1	1-5	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li><i>demonstrate material which is brief or very limited in scope</i></li> <li><i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></li> </ul>
<b>Award 0 for incorrect or irrelevant answers</b>		