



GCE MARK SCHEME (New specification - Wales only)

SUMMER 2016

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

2100U3-1

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 2**DEPTH STUDY 3****REFORM AND PROTEST IN WALES AND ENGLAND c.1783-1848****PART 1: RADICALISM AND THE FIGHT FOR PARLIAMENTARY REFORM, c.1783-1832****MARK SCHEME****Marking guidance for examiners for Question 1****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:

- 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.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 2.

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.

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.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying radicalism and the demand for parliamentary reform in the period 1819-1832.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying radicalism and the demand for parliamentary reform in the period 1819-1832. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A is a report of a reform protest meeting in the *Leeds Intelligencer*. The date of September 20th 1819 is significant, being after the Peterloo incident and other major protests. According to the report it is a very large meeting and the context is the revival of the parliamentary reform movement at a time of considerable social and economic dislocation. The report mentions some of the key objectives of the reform movement including annual parliaments, universal suffrage, voting by ballot with a sharp reference to the corrupt influence of borough mongers. The post-war context of Corn Laws, Combination Laws and the unfairness of indirect taxation is highlighted. The language and tone employed is significant, including the sarcastic reference to the “grand wishes” of the radical reformers and the reference to “Caps of liberty.” The report appears in a conservative newspaper but traces of bias are not that prominent as it does accurately report the grievances of the protestors and their aims without being too disparaging although the size of the crowd and its demands might alarm a conservative audience. It is contemporary and based presumably on eyewitness accounts so it has value in presenting the context of demands for reform and the activities and popularity of the reform movement at this time.
- Source B conjures up an unflattering portrayal of radical reform as thinly disguised Death with his acolytes of slavery, starvation, blasphemy and immorality. The wearing of the French Revolutionary bonnets of liberty is telling as is the mask to conceal the reality of Death. The country, Britain, is portrayed by the mythical figure of Britannia who is fighting back aided by the sword of the laws and the lion of loyalty plus the support of the rock of religion. The cartoonist is clearly hostile to radical reform believing it to be inspired by an alien influence - the French Revolution. The strength of loyalty was a factor in the survival of the government as was the use of emergency laws so the contemporary nature of the cartoon from 1820 is valuable. Cruickshank was unusual in not following a particular party line and was equally offensive to all brands of politics and politicians. His patriotism was never in doubt and that comes through strongly in the cartoon. Cartoons are by their nature tendentious but they can be valuable in the study of events and ideas provided the historian is aware of these possibilities.

- Source C is from a speech to the House of Commons by Sir Robert Peel. The immediate context is the debate on Lord John Russell's reform bill introduced in March 1831. The case presented by Peel is the classic anti-reform stance: reform would be the thin end of the wedge, the clamour for reform had been exaggerated and the current system of government had stood the test of time and was, moreover, uniquely successful. He has a care for the rights and privileges of the Crown and the Houses of Parliament all of which would be undermined by reform. The language and tone is revealing, the metaphor of the opening door is clever and there is a touch of hyperbole as he extols the "vigour" of the executive power of the state which is greater than "in any age and in any country," It was a speech crafted by a noted orator to appeal to the rank and file of his party and to present the anti-reform case. As a reliable record it has value to the historian in revealing the thinking of a key player at a crucial stage in the reform debate.

Overall, candidates will assess the value of the sources to an historian studying radicalism and the demand for parliamentary reform in the period 1819-1832. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

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

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| Band 6 CHARACTERISTICS | | <i>Sustained and accurate analysis and evaluation of the given sources involving full and valid consideration of the content, provenance and tone of the sources; full understanding shown of the correct historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying a particular issue</i> |
| B6H | 30 | The response shows accurate and sustained source evaluation using the content and attributions to deal with the strengths and limitations of all of the given sources, setting the response in the correct historical context and covering all of the period set in the enquiry. There will be a sustained and fully substantiated judgement on the <i>value</i> of all three sources to an historian studying a particular issue. |
| B6M | 28 | The response shows mainly accurate and sustained source evaluation using the content and attributions to deal with the strengths and limitations of all of the given sources setting the response in the correct historical context covering all of the period set in the enquiry. There will be a sustained judgement on the <i>value</i> of all three sources to an historian studying a particular issue. |
| B6L | 26 | The response begins to show some characteristics of Band 6 |
| Band 5 CHARACTERISTICS | | <i>Meaningful analysis and evaluation of the given sources involving valid consideration of the content, provenance and tone of the sources; understanding shown of the correct historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue in each of the three sources.</i> |
| B5H | 25 | The response shows accurate source evaluation using the content and attributions to deal with the strengths and limitations of all of the given sources, setting the response in the correct historical context and covering most of the period set in the enquiry. There will be a valid judgement on the <i>value</i> of all three sources to an historian studying a particular issue. |
| B5M | 23 | The response shows mainly accurate source evaluation using the content and attributions to deal with the strengths and limitations of all of the given sources with a clear attempt to set the response in the correct historical context. There will be a sound judgement on the <i>value</i> of all of the three sources to an historian studying a particular issue. |
| B5L | 21 | The response begins to show some characteristics of Band 5 |

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| Band 4 CHARACTERISTICS | | <i>Clearly attempts an analysis and evaluation of the given sources in relation to the historical context of the set enquiry with some consideration of the content, provenance and tone of the sources; a sound judgement is seen regarding the value of all three sources</i> |
| B4H | 20 | The response is able to discuss the strengths and limitations of all three sources by focusing on their attributions, content and the historical context. The judgement on <i>value</i> will be clear and supported. |
| B4M | 18 | The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the historical context. The judgement on <i>value</i> will be clear. |
| B4L | 16 | The response begins to show some characteristics of Band 4 |

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| Band 3 CHARACTERISTICS | | <i>Mechanistic use of the content and attributions of the given sources to discuss their utility; begins to show some general awareness of the historical context relating to the set enquiry; limited judgement on the value of the sources will be seen</i> |
| B3H | 15 | The response is able to discuss the strengths and / or limitations of the three sources by focusing on their attributions, content and / or omissions. Any reference to the historical context will be limited. There will be a limited judgement on the <i>value</i> of all of the sources. |
| B3M | 13 | The response is able to discuss the strengths and / or limitations of some or all of the three sources by focusing on their attributions, content and / or omissions. Any reference to the historical context will be limited. There will be a limited judgement on the <i>value</i> of some of the sources – say two out of three. |
| B3L | 11 | The response begins to show some characteristics of Band 3 Should be used if there is only ONE ATTRIBUTION attempted |

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| Band 2 CHARACTERISTICS | | <i>Mechanistic and formulaic use of the content of the given sources to show their value; little understanding of the historical context is seen</i> |
| B2H | 10 | The response is able to discuss the strengths and / or limitations of some or all of the three sources by focusing on their content mostly; any references to the historical context will be general and vague. There will be a limited judgement on the <i>value</i> of at least one of the sources. |
| B2M | 8 | The response is able to discuss the strengths and / or limitations of some (say 2) of the three sources by focusing on their content and omissions with some imbalance; any references to the historical context will be very general and vague. |
| B2L | 6 | The response trawls through the sources. |

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| Band 1 CHARACTERISTICS | | <i>Copies or paraphrases from content or attributions of the given sources.</i> |
| B1H | 5 | Paraphrases from all of the three sources and/or attributions or plain narrative. |
| B1L | 3 | Copies from one or two of the three sources and/or attributions. |
| | 0 | Use for incorrect answers |

Marking guidance for examiners for Question 2

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:

- 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.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 3.

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.

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 valid is the view that the Liberal Tory reforms were meaningful and effective?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers 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 Liberal Tory reforms were meaningful and effective.

Candidates are invited to enter into a debate about the nature of the Liberal Tory reforms. Learners will consider interpretations of this issue within the wider historical debate about the Liberal Tory reforms. Some of the issues to consider may include:

- Interpretation 1 argues that there was a meaningful and effective change of direction in 1822. There were significant ministerial changes, presenting a “bright new look” to the ministry and one which reflected a more stable and peaceful state of the country. Liverpool was also looking to the emerging mercantile and industrial classes for more enlightened support presumably to balance the more agricultural interests of the backbenchers. The new changes would lead to more effective change. The word “liberal” is explicitly used by Briggs to describe the new ministry. Briggs is a well known historian, one of the most eminent in the Victorian period and his views should command respect. His textbook would have been a synthesis of historical research as it was in 1959 and his account is a modified version of the classic interpretation of the Liberal Tories in that Liverpool is portrayed as reaching out to the new classes in society, a view that is fiercely contested by more modern historians.
- Interpretation 2 is sceptical about the whole concept of Liberal Toryism and its effectiveness. Evans doubts that Liverpool had the imagination to change direction dramatically. The new men were not trying out meaningful new policy, they were just more efficient and convincing in administering existing policy. Evans is implying that it is the way policies are being implemented that matters, they had not really changed. He does agree with Briggs that times were more prosperous after 1822 but he emphasises the limitations of Liberal Toryism in displaying no interest in parliamentary reform. Evans too is a respected historian who has written textbooks galore including several topic books on this period so his views deserve respect and suitable consideration as the product of mature reflection and substantial research.
- Candidates may show awareness of the wider historical debate surrounding the effectiveness and extent of the Liberal Tory reforms. Candidates should be aware of other interpretations such as the interpretation of a definite change in 1822 from repression to reform whilst other schools of thought question whether there was any change at all. A more radical approach has been suggested putting the Tories in the dock for an inadequate defence of the ancien regime especially on the issues of Catholic emancipation and nonconformity which unintentionally ushered in a period of major reform in church and state.

Overall candidates will analyse both interpretations using their own understanding of the historical debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question that the Liberal Tory reforms were meaningful and effective.

ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

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

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| Band 6 CHARACTERISTICS | | <i>Sustained and accurate analysis and evaluation of the provided extracts which is used effectively to show how and why different interpretations have been formed in relation to the set enquiry; sustained judgement seen regarding validity Holistic grasp – understand the issue set, the extracts and the wider debate: fully focussed on ATQS.</i> |
| Use 30 as a reward for the 3 candidates at B6 | | |
| B6H | 30 | The response fully integrates discussion of the content and authorship of both extracts together with knowledge of other possible interpretations to reach a valid judgement in relation to the view set in the question. |
| B6M | 28 | The response discusses the content and authorship of both extracts together with knowledge of other possible interpretations to offer a substantiated judgement in relation to the view set in the question. |
| B6L | 26 | The response begins to show some characteristics of Band 6 |
| Band 5 CHARACTERISTICS | | <i>Meaningful analysis and evaluation of the provided extracts to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity</i> |
| B5H | 25 | The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows clear understanding of other possible interpretations. We need a firm grasp of the OPIs and evidence of thinking on the day – all codes x 2 would be evident. |
| B5M | 23 | The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows some understanding of other possible interpretations. We can accept some formulaic reference but we need 2 x AUTH WHY to indicate how interpretations are formed based on Content and Authorship of the extracts. |
| B5L | 21 | The response begins to show some characteristics of Band 5. We can accept formulaic response at B5L provided other aspects are covered in both extracts. |
| Band 4 CHARACTERISTICS | | <i>Some valid analysis and evaluation of the provided extracts with some knowledge of other possible interpretations to reach a judgement on the specific enquiry; needs a reasonable grasp of the OPIs</i> |
| B4H | 20 | The response discusses the content and authorship of both extracts to offer a valid judgement on the given interpretation and shows understanding of other possible interpretations. Needs some references to both INTS and at least one AUTH WHY and to show an understanding of the OPI(s). We can accept formulaic response at B4H provided other aspects are covered. |
| B4M | 18 | The response discusses the content and authorship of both extracts to offer a valid judgement on the given interpretation and shows awareness of other possible interpretations. Needs some reference to AUTH. |
| B4L | 16 | The response begins to show some characteristics of Band 4 |

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| Band 3 CHARACTERISTICS | | <i>Mechanistic focus on the content and authorship of the extracts to identify and compare interpretations; should show awareness of other possible interpretations; any judgement will be limited</i> |
| B3H | 15 | The response attempts to compare the content and authorship of both extracts to identify different interpretations; will show some awareness of other possible interpretations; will offer a limited judgement on validity. A limited judgement on validity does not need a firm grasp of the OPI –just an awareness |
| B3M | 13 | The response attempts to compare the content and authorship of both extracts to identify different interpretations; will offer a ‘bolt-on’ judgement on validity |
| B3L | 11 | The response begins to show some characteristics of Band 3 |

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| Band 2 CHARACTERISTICS | | <i>Mechanistic and formulaic use of the content and authorship of the given extracts only</i> Two ways to get Band 2 – either 1. Comparing INT 1 and INT2 or 2. Attempting to use ONE extract to address the issue in the Question set |
| B2H | 10 | The response attempts to consider the content and authorship of both extracts to show differences between interpretations OR the response considers the content and authorship of only one of the extracts to show an understanding of the interpretation in the question set. |
| B2M | 8 | The response begins to use the content of both extracts to identify some of the differences between the presented interpretations OR the response attempts to consider the content of only one of the extracts to show an understanding of the interpretation in the Question set. |
| B2L | 6 | The response begins to show some characteristics of Band 2. Use also if they just do basic comprehension of the content of the extracts - but not the AUTH - and make very limited reference to OPIs |

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| Band 1 CHARACTERISTICS | | <i>Copies or paraphrases from the content of the extracts</i> |
| B1H | 5 | Basic comprehension and paraphrasing from the content of both extracts |
| B1L | 3 | Basic comprehension or copying from the content of one of the extracts |
| | 0 | Use for incorrect answers |