



GCE MARK SCHEME

SUMMER 2017

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

2100U30-1

## **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 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 parliamentary reform in the period 1793-1831.**

Candidates are expected to demonstrate their ability to analyse and evaluate a range of primary source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the primary sources in their historical context. To judge value to an historian, there should also be analysis and evaluation of the content and the authorship of the primary sources.

Candidates will consider the value of the sources to an historian studying parliamentary reform in the period 1793-1831. Understanding of the historical context should be demonstrated to analyse and evaluate the value of the sources to the particular enquiry. Appropriate observations in the analysis and evaluation of the sources may include:

- Source A is a report from the Society of the Friends of the People about the qualification for voting in urban areas in the late eighteenth century. It reveals the different voting rights depending on the definition of the freeman-sometimes a freeman had to be resident, in other places not. There are widely differing numbers of freemen involved in the voting process in different boroughs. Other complex voting rights are mentioned: property qualifications, scot and lot, potwalloper etc. The document provides valuable evidence of a frequent criticism of the unreformed system. It is a report written by and for a particular group - a moderate Whig organisation which would have had distinctive views on the need for parliamentary reform. Some might pick up on the point that in some boroughs 10,000 might vote which would make the unreformed system in places more democratic than the system post 1832. There is context on the early parliamentary reform movement and the date 1793 is highly significant at a time when the events of the French Revolution would have been to the fore and the radical movement was stirring in response. It is a contemporary record and it has value in presenting the context of reform from an influential Whig group and the activities of an important component of the reform movement.
- Source B is a vicious lampoon of those who defended the unreformed electoral system. It reveals the trough of public money which is at the mercy of the borough mongers and the allegations of corruption and influence are clear enough - money buys influence. The arguments of the supporters of the unreformed system can be made out - why alter a system that works well? The present system is the best in the world (shades of Wellington's speech the winter before) and it is a "Glorious Constitution" referring back to the Glorious Revolution of 1688. The context of the document is revealed by the date, 1831, at the height of the Reform crisis. Cartoons are by their nature tendentious but they can be valuable primary sources in the study of events and ideas provided the historian is aware of these possibilities. This cartoon makes its point mercilessly by portraying opponents of reform in the worst possible light as greedy, selfish and corrupt. It is a contemporary source and, as such, has value in the study of parliamentary reform in showing the nature of radical criticism but it obviously lacks balance in not showing the anti-reform case in a measured way.

- Source C presents the classic Whig case for moderate reform as presented by a leading MP. It emphasises the tremendous advantages of property and middle class leadership as the Whigs saw them. It also makes clear the dangers of universal suffrage: it would be a violent change in the 1830s, the lower orders, in a state of economic uncertainty, would make inappropriate decisions based on emotion and the country would undergo revolution. The violent revolutions in Macaulay's mind would have been France in the 1790s and more recently in 1830. Macaulay says the Whigs are reforming to conserve; they are not radicals. The language and tone of Macaulay's speech is crafted to appeal to his audience - the bill is "plain, rational and consistent", the lower classes are portrayed condescendingly, the middle classes are linked with "property and intelligence"- the alternatives are violent shocks and revolutions, the last things the House of Commons would have wanted. The context is the debate on the Reform Bill and this is a highly reliable insight into the Whig mind and extremely useful in examining the motivation of the Whigs. The source also reveals that distress in the country is an issue and some candidates may realise that the government was still reeling from the Captain Swing riots in 1830-1831. As a reliable record it has considerable value to the historian of parliamentary reform 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 parliamentary reform 1793-1831. 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*

<b>Band 6 CHARACTERISTICS</b>		<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 each of the three 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 both the individual and collective values of all three sources to an historian studying the particular issue.
B6L	26	The response begins to show some characteristics of Band 6.
<b>Band 5 CHARACTERISTICS</b>		<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.</i>
B5H	25	The response shows accurate source evaluation using the content and attributions to deal with the strengths and limitations of each of the three 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 value of all three sources to an historian studying the particular issue.
B5L	23	The response begins to show some characteristics of Band 5.
<b>Band 4 CHARACTERISTICS</b>		<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 or some of the three sources.</i>
B4H	20	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 value will be clear and supported on all three sources.
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. There will be some issues with imbalance in the treatment of the sources. The judgement on value will be clear on some or all of the three sources but with some general comments.
B4L	16	The response begins to show some characteristics of Band 4. Value to the historian is seen here but the reference will be limited and not sustained.

<b>Band 3 CHARACTERISTICS</b>		<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 utility of all or some of the sources.</i>
B3H	15	The response is able to discuss the strengths and/or limitations of the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a judgement on the utility of all of the sources.
B3M	13	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their attributions and/or content. Any reference to the historical context will be limited. There will be a limited judgement on the utility of some of the three sources.
B3L	11	The response begins to show some characteristics of Band 3. Also use if only one attribution is attempted to show utility.
<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content of the given sources to show their utility; little understanding of the historical context is seen.</i>
B2H	10	The response is able to discuss the strengths and/or limitations of some 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 utility of at least one of the sources.
B2M	8	The response is able to discuss the strengths and/or limitations of some 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 only.
<b>Band 1 CHARACTERISTICS</b>		<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 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 focused 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 governments of Lord Liverpool mainly over-reacted to the threat of popular radicalism in the period 1812-1822?**

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided extracts 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 governments of Lord Liverpool mainly over-reacted to the threat of popular radicalism in the period 1812-1822.

Candidates are invited to enter into a debate about the reaction of Lord Liverpool's governments towards popular radicalism. Learners will consider different interpretations of this issue within the wider historical debate about this issue. Some of the issues to consider may include:

- Interpretation 1 is a defensive and revisionist view of Liverpool's administration. This was a government reviled by Whig and radical historians and lampooned by Disraeli who referred to Liverpool as the "arch mediocrity". Gash presents the defence of Liverpool by detailing the evidence of serious political and social unrest after 1815 and suggests that his response was measured and appropriate. He points to the ineffectiveness of the Six Acts and is clear that the problem of popular radicalism could be underestimated. There was abundant evidence coming in to the government that there was a serious threat and it would be a reasonable assessment that the threat was imminent and serious and their reactions justified.
- In analysing and evaluating Interpretation 1 answers might argue that Gash was an eminent historian who is a specialist in the political history of the early nineteenth century. The textbook was a synthesis of current work and so has value as the product of a leading specialist. His work commands respect as the product of mature reflection and deep examination of the evidence. His interpretation is largely sympathetic to the Tory administration but it is a sympathy tempered by deft use of evidence and support.
- Interpretation 2 stresses that the threat posed by radicalism was grossly exaggerated by Liverpool's government for political reasons. In this context, the policies of the government could be seen as an over-reaction. It was looking for a pretext to clamp down on radicalism and now that the war had finished it was not so easy to persuade the country that it faced a mortal threat. However the incidents of Spa Fields and the Prince Regent's coach provided the government with the excuse it wanted and the repressive measures went through Parliament easily. Vallance justifies his stance by referring to the strength of the army, a point directly contradicted in Interpretation 1, and also the tight control of arms which would have been essential in any uprising.
- In analysing and evaluating Interpretation 2 answers might argue that Vallance is an academic historian who has made a special study of radicalism and its importance in British history. His book is a synthesis of recent work and so has value as the product of a leading specialist in the field who has reflected on the evidence and produced a compelling argument to be taken seriously as a major contribution to the historiography of the period. It will be a point of view influenced by the writer's apparent sympathy for the radical tradition in British history.

- Candidates may show awareness of the wider historical debate surrounding the approach of Lord Liverpool to the radical threat. In particular candidates should be aware of other interpretations such as the views of historians who saw the emerging radical movement as crucial evidence of working class consciousness and a real threat to established authority. Moreover it was a threat that went underground and re-emerged with a vengeance after 1815 and extending well into the 1830s with the Reform Act crisis. Older interpretations stress the disruption of society caused by rapid industrialism which upset the political and social equilibrium of the eighteenth century and needed strong policies to control it.

Overall candidates will analyse both interpretations using their own understanding of the 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 governments of Lord Liverpool mainly over reacted to the threat of popular radicalism in the period 1812-1822.

## 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*

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the provided extracts which is used effectively to show understanding of how and why different interpretations have been formed in relation to the set enquiry; sustained judgement seen regarding validity.</i>
B6H	30	The response fully integrates discussion of the content and authorship of both extracts together with knowledge and understanding of other possible interpretations of the set issue to reach a valid and substantiated judgement regarding the interpretation set in the question. The response should show a firm grasp of the wider debate and how interpretations have been formed in relation to context and authorship.
B6M	28	The response accurately discusses the content and authorship of both extracts together with understanding of other possible interpretations of the set issue to offer a substantiated judgement in relation to the interpretation set in the question.
B6L	26	The response begins to show some characteristics of Band 6.
<b>Band 5 CHARACTERISTICS</b>		<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 of the issue. The response will show a clear grasp of the wider debate regarding the issue.
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 clear understanding of other possible interpretations of the issue. The response needs to indicate how and why interpretations are formed based on the content and especially the authorship of the extracts.
B5L	21	The response begins to show some characteristics of Band 5.
<b>Band 4 CHARACTERISTICS</b>		<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.</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 of this issue. The response needs some reference to both interpretations and discussion of why the authorship of at least one extract helps to explain any differences in interpretations.
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 of the issue. The response will have some general reference to the authorship.
B4L	16	The response begins to show some characteristics of Band 4.

<b>Band 3 CHARACTERISTICS</b>		<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 in relation to the interpretation set.
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 in relation to the interpretation set.
B3L	11	The response begins to show some characteristics of Band 3.
<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content of the given extracts only.</i>
B2H	10	The response attempts to consider the content of both extracts to show differences between interpretations and provides a judgement.
B2M	8	The response either begins to use the content of both extracts to identify some of the differences between the presented interpretations.
B2L	6	The response begins to show some characteristics of Band 2 such as considering the content of only one of the extracts.
<b>Band 1 CHARACTERISTICS</b>		<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.