



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

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 2018 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 radical protest in the period 1816-1820.**

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 radical protest 1816-1820. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include:

- Source A is a newspaper article, crafted by one of the most famous radical writers at the time. It begins with the importance of labour and has a swipe at the government for its description of the labouring classes. The radical bugbear of heavy taxation to support government expenditure on the army, placemen and pensioners is well articulated as well as the usual target of the interest payments on the national debt. The remedy according to Cobbett is reform of parliament. The source is valuable in providing the context for the radical demands and the preferred solution of parliamentary reform. It also has value in providing insight into the thinking of a prominent radical publicist in the early days of the post-war agitation. Of course, it is a partial view but nonetheless valuable in showing the context of the post-war situation. There will be comments on the provenance of the source and its intended audience.
- Source B is an eye witness account of the Peterloo incident. It is, from a reading of the language and tone, an account sympathetic to the protesters and questions the actions and motives of the Yeomanry. According to Tyas nothing illegal was taking place at St. Peter's Field. Candidates will be aware of the controversial incident and the context of the growing agitation for reform. The source is valuable to the historian as an eye-witness account published in a leading newspaper so its evidential value is strong as a first-hand account. The source is valuable in providing one version of the incident and candidates may discuss that value in the context of strong government support for the local magistrates and its repressive legislation. Once again the source emphasises the main aim of the radicals which was reform of Parliament and it mentions the name of Hunt, one of the prominent radical spokesmen of the time. There may be comments on the measured prose and its sympathetic deployment of details such as the number of women, the casualties, the behaviour of the cavalry. There will be comments on the provenance of the source, its appearance in a prominent newspaper and its value as a first-hand, eye-witness account.

- Source C is a cartoon poking fun at the radical movement and showing it hanging on to Queen Caroline's coat tails. The context of Queen Caroline's trial and the major public disturbances that accompanied it in 1820 show that protest wasn't always about reform of Parliament or economic conditions. The cartoon reveals the radicals and their alleged link to French revolutionary symbols and to the Cato Street Conspiracy. They are portrayed in an unflattering light, on their way to topple the Crown and Parliament. The source has value to the historian in revealing the fevered atmosphere of 1820 with references to Queen Caroline and Cato Street. The fear of radical protest is revealed as the cartoon is created to associate radicalism with the dangers of revolution, anarchy, ruin and dangerous conspiracies such as Cato Street. There will be comments on the provenance of a cartoon as a valuable source for an historian to use.

Overall, candidates will assess the value of the sources to an historian studying radical protest in the period 1816-1820. 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.

## MARK SCHEME UNIT 2 QUESTION 1

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 given to certain types of answer. The published mark scheme for Unit 2 question 1 also gives a similar breakdown and descriptors.

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the appropriate historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.</i>
<b>ACX, VTH, ATQS OVER THE PERIOD SET</b>		
B6S	30	The response shows accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the appropriate historical context and covering all of the period set in the enquiry. There will be a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.
B6C	27	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 evaluation of the content and attribution of the sources; understanding shown of the appropriate 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>
<b>ACX and VTH</b>		
B5S	25	The response shows accurate source evaluation using the content and attributions of the three sources, setting the response in the appropriate historical context and covering most of the period set in the enquiry. There will be a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
B5C	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 general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value to an historian of some or all three sources.</i>	
<b>GCX, VTH and U</b>			
B4H	20		The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This will be used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable.
B4S	18		The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value to an historian will be present on some or all of the three sources though some general comments on utility may be seen.
B4C	16	The response begins to show some characteristics of Band 4 in discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.	

<b>Band 3 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i>	
<b>Mechanistic V, S&amp;L and U</b>			
B3H	15		The response is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There will be a limited judgement on all of the sources.
B3S	13		The response is able to evaluate some or all 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 some of the sources.
B3C	11	The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted.	

<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i>
<b>TRAWL</b>		
B2H	8	The response is able to discuss the strengths and / or limitations of all three sources by focusing on their content and / or attributions.
B2S	6	The response is able to discuss the strengths and / or limitations of some of the three sources by focusing on their content mostly.

<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from content or attributions of the given sources.</i>
<b>COPYING / COMPREHENSION</b>		
B1H	5	Paraphrases from all of the three sources and / or attributions or plain narrative.
B1S	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 popular agitation was mainly responsible for the Reform Act Crisis 1828-1832?**

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 popular agitation was mainly responsible for the Reform Act Crisis 1828-1832.

Candidates are invited to enter into a debate about the Reform Act Crisis 1828-1832. Learners will consider interpretations of this issue within the wider historical debate about this issue. Some of the issues to consider may include:

- Interpretation 1 emphasises the importance of the working class and the size of the demonstrations in support of reform by 1831. Thompson believes, as a result, that Britain is close to revolution, mentioning the key periods of the autumn of 1831 and May 1832. He makes a clear connection between popular agitation and the need for reform. The fact that revolution was avoided, he argues, was because the radical leaders compromised with the Whigs and as a result both the state and property rights were strengthened against a perceived threat from working class pressure.
- In analysing and evaluating Interpretation 1 candidates may argue that as Thompson is a Marxist historian he is bound to place an emphasis on the importance of class in determining historical events. He could certainly use the abundant evidence of popular interest in the reform issue to make a case that popular pressure was significant. Candidates may pick up the implied criticism of the radical leaders who compromised rather than ride the tiger of popular pressure. Others may point out that the pressure on the government was not solely from the working class and that the political unions embraced all sections of society.
- Interpretation 2 concedes that there was indeed popular agitation during the reform crisis and that it helped Grey to get the dissolution of Parliament from a reluctant King. However thereafter Fraser contends that popular agitation had no significant impact on events – the run on the banks did not take place, Place’s much vaunted plan of an uprising in May 1832 fizzled out and there are doubts about his motives in any case. Importantly Wellington might well have formed a government in May 1832 – the main problem was that Peel would not serve with him (a second *volte-face* on a major issue was too much for him after Catholic Emancipation). The main hurdle against reform was the House of Lords and it was the fear of additional Whig peers that broke the logjam.

- In analysing and evaluating Interpretation 2 candidates may point out that Fraser is a professional historian who will have considered the same evidence and yet has drawn a different conclusion from Thompson. He represents a group of historians with an alternative viewpoint. He emphasises that popular agitation was not as important as political decisions. Of course candidates could argue that these political decisions might have been influenced by the fear of popular agitation - a reform bill had to be passed in order to assuage it. Nonetheless it is a revisionist position and candidates can argue that often the same evidence can suggest different interpretations.
- Candidates may show awareness of the wider historical debate. The traditional Whig interpretation was that the Reform Act was a sensible, timely concession to appease the middle classes and prevent them from allying with the working class. The left wing interpretation emphasised the revolutionary situation drawing parallels with 1848 and the importance of working class protests. Revisionist work has taken two possible lines, namely that the middle class leaders made the protests seem more dangerous in order to extract concessions from the government; the other was that the popular agitation was in fact seriously divided about aims and was linked to local grievances (especially in Bristol). An additional interpretation points out that the Whigs' own motivation was important – Grey originally hoped to pass a reform bill in March 1831 without needing either a dissolution or the creation of peers. It could be argued then that the government found the popular agitation useful and not dangerous. It also suggests a government in control of the agenda – it did pass its Reform Bill and there was no revolution.

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 popular agitation was mainly responsible for the Reform Act Crisis 1828-1831.

## MARK SCHEME UNIT 2 QUESTION 2

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 given to certain types of answer. The published mark scheme for Unit 2 question 2 also gives a similar breakdown and descriptors.

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the provided material in its historical context 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.</i>
<b>ACX, WHD, OPI</b>		
B6H	30	The response fully integrates discussion of the context, authorship and content of the provided material together with knowledge and understanding of other possible interpretations of the set issue to reach a well supported and convincing judgement. The response shows convincing understanding of the wider historical debate and of why different interpretations have been formed with discussion of the context and authorship of the provided material.
B6S	27	The response discusses the context, authorship and content, of the provided material together with knowledge and understanding of other possible interpretations to offer a substantiated judgement. The response explains why differing / different interpretations of the issue have been formed.
<b>Band 5 CHARACTERISTICS</b>		<i>Meaningful analysis and evaluation of the provided material in its historical context to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity.</i>
<b>ACX, WHD, OPI</b>		
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 firm grasp of the wider historical debate regarding the issue.
B5S	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. The response needs to indicate how and why interpretations are formed based on the content and especially the authorship of the extracts.

<b>Band 4 CHARACTERISTICS</b>		<i>Some valid analysis and evaluation of the provided material with some knowledge of other possible interpretations to reach a judgement on the specific enquiry; needs a reasonable grasp of the other possible interpretations (OPIs) and the context of the developments in the provided material. There may be some mechanistic comments on the authorship but this is not required.</i>
<b>ACX AND GCX OPI</b>		
B4H	20	
B4S	18	
B4C	16	The response begins to analyse and evaluate the provided material to offer a judgement on the given interpretation; the response shows awareness of another possible interpretation.

<b>Band 3 CHARACTERISTICS</b>		<i>Mechanistic focus on the authorship and content of the provided material to identify and compare interpretations; some awareness of the general context; any judgement will be limited. There may be some mechanistic comments on the authorship of the provided material.</i>
<b>AUTH GCX</b>		
B3H	15	
B3S	13	
		The response attempts to consider the content of the provided material to identify different interpretations; will offer a 'bolt-on' judgement on the validity of the interpretation presented in the question.

<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content of the provided material only.</i>
B2H	8	The response attempts to consider the content of the provided material to show differences between the two presented interpretations and provides a limited judgement on validity.
B2S	6	The response begins to use the content of the provided material to identify some of the differences between the presented interpretations.

<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from the content of the provided material.</i>
B1H	5	Basic comprehension and paraphrasing from the content of the provided material.
B1S	3	Basic comprehension or copying from the content of one of the provided materials.
	0	Use for incorrect answers