

UNIT 2**DEPTH STUDY 3****REFORM AND PROTEST IN WALES AND ENGLAND c.1812-1867****PART 1: RADICALISM AND THE FIGHT FOR PARLIAMENTARY REFORM c.1812-1832****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 focussed 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 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 popular protest in the period 1812-1822.

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 popular protest in the period 1812-1822. Knowledge 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 an example of Luddite letter which was deposited in the Home Office files. The source makes clear the causes of Luddite discontent notably the advent of new machinery and the desperation of the movement in its threats to destroy these new machines, commit arson and, if necessary, exact severe reprisals for the use of force. There is an interesting reference to Napoleon, as late as 1812, as a potential source of help in countering what is seen to be a tyrannical government and monarchy. The language and tone of the source does provide first hand evidence of the Luddite threat, its purposes and hopes but an historian would be aware that there is another side to the issue, for example, the efficiency and profits to be made by new industrial techniques, the fear engendered by the recent French Revolution and the priorities of a government attempting to counter any potential disorder.
- Source B is a contemporaneous newspaper report of the Derbyshire uprising in 1817. The source makes clear the link with parliamentary reform and the activity of Mr. Oliver in fomenting unrest. The context is the popular protest about reforms or the lack of it and the government's use of an agent provocateur: the newspaper report is a valuable record of a key event in the history of popular protest in the post war period. The language and tone of the report betrays the newspaper's sympathies with its comments on the private and clandestine gatherings of violent men and their credulity. An historian would be aware of the newspaper's slant and would take this into account in evaluating a useful contemporary record of a key event.
- Source C is an evocative recollection of a key event in the period 1812-1822, the Peterloo massacre 1819. Bamford's account encourages sympathy for the demonstrators with his descriptions of the pathetic remains of the protestors' belongings, the wreckage of the hustings and the horror of the heaped bodies. The image of the yeomanry wiping their bloody sabres is powerful as in Bamford's choice of descriptive language such as "abhorrent" and the sympathetic tone of his description. An historian would be aware of Bamford's radicalism and his sympathies and would take this into account when considering this report against others who might consider the aims and intentions of the magistrates and yeomanry.

Overall, candidates will assess the value of the sources to an historian studying popular protest in the period 1812-1822. 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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate sustained and accurate analysis and evaluation of the content and authorship of the source material • provide sustained focus on evaluating the sources in the context of the specific enquiry • offer a sustained judgment regarding the value of the sources for the specific enquiry
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate a clear and accurate focus on the analysis and evaluation of the content and authorship of the source material • provide a mostly clear focus on evaluating the sources in the context of the specific enquiry • offer a valid judgment regarding the value of the sources for the specific enquiry
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate valid analysis and evaluation of the content and authorship of the source material • place the sources in the context of the specific enquiry • offer a clear judgment regarding the value of the sources for the specific enquiry
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate some appropriate comments regarding the analysis and evaluation of the content and authorship of the source material • make an attempt to place the sources in the context of the enquiry • offer a limited judgment on the value of at least two sources
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract information from the sources with some reference to the authorship of the provided material • make a limited attempt to place the sources in the context of the enquiry • offer a limited judgment on the value of at least one source
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract from some of the source material
Award 0 for incorrect or irrelevant 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 1832 Reform Act was a conservative measure?

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 1832 Reform Act was a conservative measure.

Candidates are invited to enter into a debate on the extent to which the 1832 Reform Act was a conservative measure. Candidates will consider interpretations of this issue within the wider historical debate about the 1832 Reform Act. Some of the issues to consider may include:

- Interpretation 1 argues that the 1832 Reform Act achieved significant change in the numbers voting – an electorate of 656,000 was very large by European standards and proportionately significant.
- In analysing and evaluating Interpretation 1 answers might argue that this is a valid interpretation as it is firmly grounded in the context of the reasons for reform notably the abuses of the old parliamentary system, the lack of representation for key social groups and a more even geographical distribution of parliamentary representation. Moreover the number of elections that now took place had also increased, the worst abuses of the old system had been swept away and the wealth-creating middle classes enfranchised. These are seen as major, radical changes pointing to a much more democratic society. The author is a well-respected historian who has marshalled quantitative and comparative evidence to back up her interpretation.
- Interpretation 2 argues that the 1832 Reform Act strengthened the establishment. The increase in the vote was limited: indeed power of landowners may well have been enhanced. Far from enfranchising the industrial classes the landowning aristocracy remained dominant and the middle classes differential.
- In analysing and evaluating Interpretation 2 answers might argue that this is a valid interpretation as it is firmly grounded in evidence from the operation of the Chandos clause, the numbers of uncontested county elections and the lack of challenge from the new voters. The author's research and specialism suggests that he will have used evidence carefully to produce his conclusions.
- Candidates may show awareness of the wider historical debate surrounding this issue such as the revival of the Whigs as a political force after the collapse of the Tory government in 1830, the fear of popular revolt, the unrest in rural areas and the powerful arguments in favour of reform in order to preserve the fundamentals of established government.

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 1832 Reform Act was a conservative measure.

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> show sustained and accurate analysis and evaluation of provided material which is used effectively to discuss how and why different interpretations are formed provide sustained focus on evaluating the interpretations in the context of the specific enquiry demonstrate clear awareness of different interpretations of the issue set
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> demonstrate a clear and accurate focus in the analysis and evaluation of provided material to show how and why different interpretations have been formed provide a mostly clear focus on evaluating the interpretations in the context of the specific enquiry show how the issue has been interpreted in different ways
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> demonstrate valid analysis and evaluation of provided material to identify different interpretations place both interpretations in the context of the specific enquiry show awareness of different interpretations of the issue
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> demonstrate some appropriate comments regarding the analysis and evaluation of provided material to identify different interpretations make an attempt to place the interpretations in the context of the specific enquiry show some awareness of different interpretations of the issue
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> comprehend from provided material with only limited analysis shown make a limited attempt to place the interpretations in the context of the enquiry show some awareness of the different interpretations of the issue
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> extract information from provided material have some weak reference to different interpretations of the issue
Award 0 for incorrect or irrelevant answers		