



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 3  
BREADTH STUDY 6

PARLIAMENTARY REFORM AND PROTEST IN  
WALES AND ENGLAND, c. 1780–1885

1100UF0-1

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 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 3**  
**BREADTH STUDY 6**  
**PARLIAMENTARY REFORM AND PROTEST IN WALES**  
**AND ENGLAND c1780-1885**

**MARK SCHEME**

**Marking guidance for examiners**

**Summary of assessment objectives for Unit 3**

The questions each 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 assessment is 30.

**The structure of the mark scheme**

The mark scheme for Unit 3 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.
- The assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

**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.*

### **To what extent did the Reform Act of 1832 successfully address demands for parliamentary reform during the period from 1793 to 1832?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case whether the Reform Act of 1832 successfully addressed demands for parliamentary reform in the period from 1793 to 1832. 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 whether the Reform Act of 1832 successfully addressed demands for reform in the period from 1793 to 1832. In order to reach a substantiated judgement about this issue, candidates may argue that the Reform Act did successfully address demands for parliamentary reform in the period from 1793 to 1832. They may support this proposition by considering issues such as:

- the attempt to respond to popular pressure between 1831 and 1832;
- the abolition of 145 rotten and pocket boroughs;
- the modest redistribution of seats to reflect population changes;
- the representation of the middle classes and the manufacturing interest;
- the creation of one of the largest electorates in Europe.

Candidates may consider challenging the proposition in the question by arguing that the Reform Act did not address demands for reform sufficiently. Candidates may note:

- the continuing influence of the landed interest and employers;
- that the Act was never intended to be radical, especially after 1831;
- that no secret ballot was introduced;
- the rural south was still over-represented;
- restrictive franchises were still in existence;
- the emergence of Chartism as a response to radical disappointment.

Overall, candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Reform Act of 1832 successfully addressed demands for parliamentary reform during the period from 1793 to 1832.

## 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 parliamentary reforms in the period between 1865 and 1885 were mainly motivated by political opportunism?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case whether parliamentary between 1865 and 1885 were mainly motivated by political opportunism. 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 whether parliamentary reforms between 1865 and 1885 were mainly motivated by political opportunism. In order to reach a substantiated judgement about this issue, candidates may argue that parliamentary reforms were indeed motivated by political opportunism between 1865 and 1885. The candidates may note:

- Disraeli's opportunism in seizing the reform initiative in 1866–1867.
- Disraeli's handling of the Bill, as well as concessions, led to a much more radical bill;
- the political impact of the redistribution of seats in 1867 and 1885;
- the Secret Ballot Act and Gladstone's conversion;
- that political *horse trading* was more significant in the 1884–1885 reforms.

Candidates may consider challenging the proposition in the question by arguing that there were other major motivations on Parliamentary reform in this period. The candidates may note:

- the idea that the vote was a right to be granted to adults on the basis of respectability and responsibility;
- the potency of household suffrage;
- political opportunism had its limits. By 1885, one third of men and all women were still excluded from the vote;
- electoral registration was daunting and required high levels of literacy;
- MPs were unpaid, meaning there were—and could only be—few working class representatives;
- the development of more equal constituencies by 1885;
- the impetus given to party organisation for elections after 1867;
- the intention to expand the electorate in 1867 and 1884;
- the removal of influence and corruption, for example the Secret Ballot (1872) and legislation in 1883 ;
- radical pressures and external campaigns in the 1860s and prior to 1885.

Overall, candidates will offer a debate and come to a substantiated judgement regarding the motivation behind parliamentary reform in the period from 1865 to 1885.

### 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 evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **“The power of government was mainly responsible for the failure of most popular protest movements in the period from 1780 to 1885.” Discuss.**

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 power of government was mainly responsible for the failure of most popular protest movements in the period from 1780 to 1885. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which the power of government was responsible for the failure of popular protest movements in the period from 1780 and 1885. In order to reach a substantiated judgement about this issue, candidates may argue that the power of government was responsible for the failure of popular protest movements in the period from 1780 to 1885. The candidate may support this proposition by considering issues such as:

- the success of Pitt’s and Lord Liverpool’s governments in suppressing radicalism between 1793 and 1820;
- the collapse of Chartism and the rejection of petitions;
- the use of the police, army, telegraph and railways to deal with unrest;
- the repression of the Swing, Merthyr and Rebecca riots;
- the timely social and economic reforms of the 1830s and 1840s, which undermined protest;
- the repression of early trade unionism;
- the impact of government on deference and stability in the mid-nineteenth century;
- politics becoming more responsive to public opinion.

Candidates may consider challenging the proposition in the question by arguing that the power of government was not mainly responsible for the failure of popular protest movements in the period from 1780 to 1885. They may note:

- the divided leadership of the radical movement;
- divisions within the Chartist movement;
- the impact of the economic cycle on protest;
- the influence of popular protest on the 1830–1832 and 1867 reforms;
- the success of the Anti-Corn Law League;
- that the Swing, Merthyr and Rebecca riots influenced governments;
- that the Poor Law protests and 10-hour movement were both influential.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the power of government was mainly responsible for the failure of most popular protest movements in the period from 1780 to 1885.

## UNIT 3: THE BREADTH STUDY MARK SCHEME for 2019

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 awarded to answers showing the appropriate characteristics.

<b>Band 6 CHARACTERISTICS</b>			<i>The response is specifically focused on covering the whole or nearly all of the set period and debating the key concept in the question set and provides a substantiated, sustained and integrated judgement. It demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme</i>
Lucid; convincing; debating			
<b>B6H</b>	<b>30</b>	The response engages with the exact key concept in the question set covering the whole of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides a fully analytical, evaluative and lucid essay with a fully convincing and substantiated judgement.	
<b>B6S</b>	<b>27</b>	The response engages with the key concept in the question set covering nearly all of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides an analytical, evaluative and lucid essay with a convincing and substantiated judgement.	
<b>Band 5 CHARACTERISTICS</b>			<i>The response is mainly focused on covering the greater part of the set period and debating the key concept in the question set. It demonstrates mostly accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported, balanced and appropriate judgement</i>
Coherent; engaging; debating			
<b>B5H</b>	<b>25</b>	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with a balanced and appropriate judgement.	
<b>B5S</b>	<b>23</b>	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with an appropriate judgement	
<b>B5C</b>	<b>21</b>	The response begins to show some characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover most of the period, especially in Section B.]</i>	

<b>Band 4 CHARACTERISTICS</b>		<i>The response attempts to cover most of the set period and discusses the key concept in the question set. It demonstrates some accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported judgement</i>
Meaningful discussion; mini judgements		
<b>B4H</b>	<b>20</b>	
The response is mainly focused on covering most of the set period and there will be a meaningful discussion of how the main features and characteristics associated with the theme had an impact on the key concept. There will be a balanced judgement though some slight drift may be apparent.		
<b>B4S</b>	<b>18</b>	The response begins to discuss the key concept and covers most of the period in the question set. There will be an attempt to outline features and characteristics associated with the theme. There may well be a series of mini judgements and some drift.
<b>B4C</b>	<b>16</b>	The response begins to show some characteristics of Band 4.  <i>[This can be used for good Band 3 responses that offer at least one valid reference or judgement on the key concept.]</i>
<b>Band 3 CHARACTERISTICS</b>		<i>The response has some patchy period coverage; there is some accurate and relevant knowledge of the main issues associated with the relevant theme</i>
Two sided; listing; assertions		
<b>B3H</b>	<b>15</b>	
The response tends to focus on using a highly structured series of features and characteristics associated with the theme. The response will offer a judgement with some support, often by considering factors for and against. There will be some patchy period coverage		
<b>B3S</b>	<b>13</b>	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme.
<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the general theme but is descriptive / narrative; period coverage will be narrow or lack chronology</i>
Narrative; descriptive; tagged-on		
<b>B2H</b>	<b>8</b>	
The response is a predominantly descriptive/narrative account of the features and characteristics associated with the theme. There will be a “tagged on” judgement.		
<b>B2S</b>	<b>6</b>	The response is limited to a descriptive/narrative account of the features and characteristics associated with the theme, with no judgement attempted.



<b>Band 1 CHARACTERISTICS</b> Brief; undeveloped; largely irrelevant		<i>The response is undeveloped, very brief or largely irrelevant</i>
<b>B1H</b>	<b>5</b>	The response is very limited and undeveloped though there is some weak link to the associated theme.
<b>B1S</b>	<b>3</b>	The response is very brief and / or largely irrelevant.
	<b>0</b>	Use for incorrect answers