

UNIT 3**BREADTH STUDY 6****PARLIAMENTARY REFORM AND PROTEST IN WALES AND ENGLAND, c.1780-1885****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 were governments successful in responding to the radical challenge in the period 1780-1822?

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 governments were successful in responding to the radical challenge in the period 1780-1822. 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 the extent to which governments were successful in responding to the radical challenge in the period 1780-1822. In order to reach a substantiated judgement about this issue, candidates may argue that governments were successful in responding to the radical challenge in the period 1780-1822. The response might support this proposition by considering issues such as:

- the effective suppression of disturbances in the 1790s and in the period 1812-1822
- use of legislation and legal procedures in the 1790s
- security threat was serious in the 1790s-LCS, naval mutinies, Ireland-demanding a determined response
- deployment of troops and agents provocateurs in 1812-1822 was effective
- firm law and order response after the war-suspension of Habeas Corpus, Seditious Meetings Act, Six Acts
- much of the legislation was temporary to deal with an emergency
- relatively mild repression to avoid overreaction

Candidates might consider challenging the proposition in the question by arguing that to an extent governments were not successful in responding to the radical challenge. The response might consider issues such as:

- the failure to respond to radical demands for parliamentary reform left the issue unresolved
- the failure to deal with social and economic problems that underpinned much of the unrest
- the divisive nature of some of the governments' policies including the Corn laws, indirect taxation and the Game laws
- governments lacked the resources and means to deal effectively on a national scale with problems of hunger, poverty and unemployment which fuelled much of the discontent

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which governments were successful in responding to the radical challenge in the period 1780-1822.

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 the Chartist movement presented a serious threat to governments in the period 1836-1848?

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 Chartist movement presented a serious threat to governments in the period 1836-1848. 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 the extent to which the Chartist movement presented a serious threat to governments in the period 1836-1848. In order to reach a substantiated judgement about this issue, candidates may argue that the Chartist movement did present a serious threat to governments in the period 1836-1848. The response might support this proposition by considering issues such as:

- the serious disturbances in 1839, 1842 and 1848
- the prevalence of cycles of economic depression that encouraged support for Chartism
- the deployment of troops and the use of railways; the use of the new police forces.
- the severe repression of Peel's government was far harsher than the Whig response.
- the elaborate security measures put in place by the government in 1848
- the mass support for the petitions has prompted a rethink by historians about the impact of the movement

Candidates might consider challenging the proposition in the question by debating the extent to which the Chartist movement presented a serious threat to governments in the period 1836-1848. The response might consider issues such as:

- government economic and financial policies in the 1840s encouraged prosperity.
- effective social reforms were passed in the 1830s and 1840s undermining support
- firm refusal to accept the petitions
- the extensive failures of leadership and strategy in the movement
- the failure to combine effectively with the middle classes
- the movement's decline in the wake of the 1848 demonstration

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Chartist movement presented a threat to governments in the period 1836-1848.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concepts in the question set</i> • <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> • <i>Include specific supporting arguments leading to a substantiated, sustained and integrated judgement</i> • <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> • <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> • <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise generally accurate and relevant historical knowledge</i> • <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> • <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> • <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some accurate and relevant historical knowledge</i> • <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> • <i>offer some comments about the relationships between key features and characteristics of the historical period</i> • <i>attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>

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2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>make a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

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 reform of Parliament was mainly driven by a desire for political advantage in the period 1780-1885.’ 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 reform of Parliament was mainly driven by a desire for political advantage. 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 reform of Parliament was mainly driven by a desire for political advantage in the period 1780-1885. In order to reach a substantiated judgement about this issue, candidates may argue that the reform of Parliament was driven by a desire for political advantage in the period 1780-1885. The response might support this proposition by considering issues such as:

- impact of divisions in the Tory party over Catholic Emancipation and the death of George IV
- the Whig determination to pass a Reform Bill after 1830 to consolidate their power and wrong foot opponents
- the political manoeuvrings of Gladstone and Disraeli over the Second Reform Act 1867
- the elaborate political negotiations over the 1884 and 1885 Acts

Candidates might consider challenging the proposition in the question by arguing that to an extent a desire for political advantage did not drive Parliamentary reform. The response might consider issues such as:

- the radical pressures in the 1790s
- lessons learned from the failure of the early parliamentary reform movement
- the significance of the abuses of the old unreformed system
- the demand for reform from the new industrial areas and middle classes
- the revival of the reform movement in the 1860s
- disappointment with the 1832 Reform Act and the advent of Chartism
- secret ballot and anti- corruption legislation

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the reform of Parliament was mainly driven by a desire for political advantage in the period 1780-1885.

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ASSESSMENT GRID FOR QUESTION 3

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise consistently accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering most of the period set</i> <i>reach a mostly substantiated and sustained judgment regarding the question set</i> <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the key concept in the question set</i> <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> <i>offer a clear judgement regarding the set issue</i> <i>provide an answer that shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some accurate and relevant historical knowledge</i> <i>show some accurate analysis and evaluation of the key issue in the question</i> <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> <i>make some attempt to provide supporting arguments for the judgment reached</i> <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

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2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		