

UNIT 4**DEPTH STUDY 3****REFORM AND PROTEST IN WALES AND ENGLAND c.1783-1848****PART 2: PROTEST AND CAMPAIGNS FOR SOCIAL REFORM c.1832-1848****MARK SCHEME****QUESTION 1****Marking guidance for examiners****Summary of assessment objectives for Question 1**

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

The structure of the mark scheme

The mark scheme for Question 1 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 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 band 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 the repeal of the Corn Laws.

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. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and might consider the value of the sources to an historian studying the repeal of the Corn Laws. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made about the origin and nature of the sources including:

- Source A is a speech by a leading light in the Anti-Corn Law League in the House of Commons in 1844. The speech extols the virtues of free trade, how it will benefit farmers, farm labourers, general employment and consequently the tax revenues of the government. The speech praises the free market and its advantages for the general prosperity of the country: what matters is that the price of corn is determined by the free market not interference from government. The source provides a classic statement of the arguments of the free traders, for whom the Corn Laws were a prime target for reform. The source is, of course, spin and the historian would be aware of its one-sided nature. The arguments for protection are not mentioned nor are the benefits of free trade subjected to critical assessment. The tone of the speech is optimistic about the benefits of free speech and is designed to appeal across a wide spectrum of social groups and to the government.
- Source B is a memorandum by Prince Albert written at the height of the Corn Law repeal controversy. Prince Albert is in a privileged position to know the thinking of Sir Robert Peel and it is an accurate summary of Peel's motivation. Peel had hoped to go to the country on the Corn Law issue but the Irish famine had escalated matters. The source acknowledges the impact of the Anti-Corn Law League and the ambition of Peel's project in bringing about free trade, not just the repeal of the Corn Laws. It acknowledges Peel's success in the 1842 and 1845 budgets in starting this project. The language and tone of the document betrays Prince Albert's sympathetic stance towards Peel e.g. "his own talent and firmness", his "boldness" and his admiration for Peel as a man of principle who wanted electoral support for repeal, who wanted to promote the social and economic development of the country. An historian would take this stance into account in assessing an invaluable insight into the thinking of the Prime Minister from the Queen's Consort.

- Source C is a private letter from John Croker to the Duke of Wellington at the height of the Corn Law crisis. The source takes a more jaundiced view of Peel who is alleged to have misled not only the Duke of Wellington but also the country. Croker believed Peel's actions were motivated by the Irish famine but now thinks this was just a pretext for a wider reform of trade. It accuses Peel on inconsistency and indecision. The language and tone of the document is obsequious towards Wellington, critical of Peel and apocalyptic about the prospects for the country. An historian would find the source of value in understanding the mind set of Tories opposed to Peel's policy and the bias of the document would be taken into account.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying the repeal of the Corn Laws and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

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 source material with insight and discrimination • provide sustained focus on dealing with the sources in the context of the specific enquiry • offer a sustained judgment regarding the appropriateness of all 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 in the analysis and evaluation of source material with insight and discrimination • place the sources in the context of the specific enquiry • offer a clear judgment regarding the appropriateness 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 source material with some insight and discrimination • attempt to place the sources in the context of the enquiry; • offer a judgment on the appropriateness of the sources for the enquiry which will be largely general in tone
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 source material • make a limited attempt to place the sources in the context of the enquiry • offer a judgment on appropriateness of the sources, often through mentioning omissions
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract from source material with limited analysis • offer a limited and brief judgment making tentative links to the historical context
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract from some of the given sources • make some reference to the historical context
Award 0 for incorrect or irrelevant answers		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

QUESTIONS 2 AND 3

Marking guidance for examiners

Summary of assessment objectives for Question 2 and 3

Both questions 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 the question chosen is 30.

The structure of the mark scheme

The mark scheme for Questions 2 and 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.

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 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.

‘The work of Sir Edwin Chadwick was the most significant influence on social reform in the period 1832-1848.’ 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 Sir Edwin Chadwick was the most significant influence on social reform in the period 1832-1848. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which Sir Edwin Chadwick was the most significant influence on social reform in the period 1832-1848. In order to reach a substantiated judgement about this issue, candidates may argue that Sir Edwin Chadwick was the most important influence on social reform in the period 1832-1848. The response might consider supporting the proposition by considering:

- the utilitarian influence on the investigation and solutions of social problems which Chadwick subscribed to
- Chadwick’s report into the poor laws and its implementation of the new system
- his report into sanitary conditions and the 1848 Public Health Act
- Chadwick’s role in setting up the Central Commission
- the quantitative approach to reform and cost benefit analysis

Candidates might consider challenging the proposition in the question by arguing that there were other major influences on social reform in the period 1832-1848. The response might consider issues such as:

- the influence of evangelicalism and humanitarian concerns
- the impact of the abolition of slavery and factory reform
- reports into the conditions in factories and mines
- the role of other reformers such as Shaftesbury and Sadler
- concerns about the education of the poorer classes
- fear of social disorder and concerns about the productivity of the workforce
- impact of novelists like Charles Dickens and Mrs Gaskell

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Sir Edwin Chadwick was the most significant influence on social reform in the period 1832-1848.

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

‘Firm government action was mainly responsible for the failure of the Chartist movement.’ 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 firm government action was mainly responsible for the failure of the Chartist movement. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which firm government action was mainly responsible for the failure of the Chartist movement. In order to reach a substantiated judgement about this issue, candidates may argue that firm government action was mainly responsible for the failure of the Chartist movement. The response might consider supporting the proposition by considering:

- the refusal to accept the Chartist petitions
- the deployment of the army in the trouble spots in 1839 and 1842
- the use of railways to transport troops
- the elaborate security measures taken to control the 1848 demonstrations
- prosecution of Chartists after 1839 and 1842

Candidates might consider challenging the proposition in the question by arguing that in some respects firm government action was not responsible for the failure of the Chartist movement. The response might consider issues such as:

- the impact of government economic policies and the ending of depressions
- the divisions within the Chartist movement
- mistakes made by the leadership of the movement
- the failure to combine effectively with other protest movements e.g. the Anti-Corn Law League
- the impact of social reforms on the working classes

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which firm government action was mainly responsible for the failure of the Chartist movement.

ASSESSMENT GRID FOR QUESTIONS 2 AND 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 accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concept 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 judgment</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>

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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 the key issues and features 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>
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>have 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		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.