GCSE MARKING SCHEME

SUMMER 2019

GCSE (NEW)

**HISTORY
UNIT 1: STUDY IN DEPTH - WALES AND THE WIDER PERSPECTIVE**

**1B. RADICALISM AND PROTEST, 1810-1848
3100UB0-1**

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.

MARK SCHEME SUMMER 2019

UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

1B. RADICALISM AND PROTEST, 1810-1848

Instructions for examiners of GCSE History when applying the mark scheme
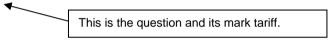
Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

Mark allocation:	AO1	AO2	AO3	AO4
4			**4**	

Question: e.g. **What can be learnt from Sources A and B about the main forms of early protest? [4]**

This is the question and its mark tariff.

Band descriptors and mark allocations

		AO3 4 marks	
BAND 2	**Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.**		**3-4**
BAND 1	**Generalised answer with little analysis, paraphrasing or describing sources only.**		**1-2**

Use 0 for incorrect or irrelevant answers

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the sources give much information about the main forms of early protest;*
- *Source A shows a large protest with hundreds of people rioting;*
- *the scene shows soldiers on horseback attacking the crowd and implies that the protest was very violent;*
- *the protesters aren't afraid to show who they are and protest openly in a public place during daylight hours;*
- *Source B tells us that the Luddites targeted machinery and the owners of machinery;*
- *they are violent protests that are secretive as the attacks happen during the night and they try to hide their identity;*
- *the authorities are obviously very worried about the nature of the protest as they are offering a large financial reward.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

MARK SCHEME

UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

1B. RADICALISM AND PROTEST, 1810-1848

Question 1

Mark allocation:	AO1	AO2	AO3	AO4
4			**4**	

Question: **What can be learnt from Sources A and B about the main forms of early protest?** **[4]**

Band descriptors and mark allocations

	AO3 4 marks	
BAND 2	Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.	**3-4**
BAND 1	Generalised answer with little analysis, paraphrasing or describing sources only.	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the sources give much information about the main forms of early protest;*
- *Source A shows a large protest with hundreds of people rioting;*
- *the scene shows soldiers on horseback attacking the crowd and implies that the protest was very violent;*
- *the protesters aren't afraid to show who they are and protest openly in a public place during daylight hours;*
- *Source B tells us that the Luddites targeted machinery and the owners of machinery;*
- *they are violent protests that are secretive as the attacks happen during the night and they try to hide their identity;*
- *the authorities are obviously very worried about the nature of the protest as they are offering a large financial reward.*

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
6	**2**		**4**	

Question: **To what extent does this source accurately explain the activities of the Rebecca Rioters?** **[6]**

Band descriptors and mark allocations

	AO1 2 marks			**AO3 4 marks**	
			BAND 3	Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.	**4**
BAND 2	Demonstrates detailed understanding of the key feature in the question.	**2**	**BAND 2**	Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.	**2-3**
BAND 1	Demonstrates some understanding of the key feature in the question.	**1**	**BAND 1**	Very basic judgement reached about the source with little or no analysis or evaluation.	**1**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the Source accurately explains that the Rebecca Rioters targeted tollgates;*
- *it is a warning letter sent by one of the leaders of the rioters and this is accurate as many threatening letters were sent to landowners and turnpike trusts and their supporters;*
- *as the Source is directed to all villagers in St Clears some may conclude that this warning is mainly aimed at deterring members of the rural community from aiding or showing support for the turnpike trusts;*
- *the source suggests that Becca have already destroyed the gate of Bullin and Company and as this warning was issued in 1842 this would probably be accurate as the attacks on tollgates started in 1839;*
- *as Becca sends the letter it supports the understanding that all groups in rural West Wales adopted this name to represent their grievances;*
- *the focus of Becca's attacks was tollgates and property as mentioned in the source;*
- *the source has its limitations, as it does not mention that some attacks went beyond attacking property as tollgate keepers were physically assaulted;*
- *the source is limited, as it does not mention attacks on targets and property other than tollgates such as the poor house in Carmarthen;*
- *a clear and supported judgement should emphasise that the warning letter is typical of how the Rebecca Rioters conducted themselves and the focus on attacking the tollgates was the main focus of their activities.*

Question 3

Mark allocation:	AO1	AO2	AO3	AO4
12	**4**	**8**		

Question: **Why were events at Llanidloes and Newport in 1839 significant to the development of Chartism?** **[12]**

Band descriptors and mark allocations

	AO1 4 marks			**AO2 8 marks**	
BAND 4	Demonstrates comprehensive knowledge and understanding of the key feature in the question.	**4**	**BAND 4**	Fully explains the issue with clear focus set within the appropriate historical context.	**7-8**
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	**3**	**BAND 3**	Explains the issue set within the appropriate historical context.	**5-6**
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	**2**	**BAND 2**	Begins to explain the issue with some reference to the appropriate historical context.	**3-4**
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	**1**	**BAND 1**	Mostly descriptive response with limited explanation of the issue.	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the disturbances in Llanidloes were significant as they showed a change in direction for the Chartist movement following the failure of the 'moral force' Chartists' petition presented to the government during March 1839. The woollen industry workers were encouraged by the speeches of Henry Hetherington and the justification to use force to achieve their aims;*
- *events in Llanidloes were significant as they showed how Chartism was a national priority for the government as policemen and latterly soldiers were deployed to restore law and order to the town;*
- *events at Llanidloes also proved that the industrial elite were fearful of Chartism and regarded it as a radical and revolutionary movement. This led to swift use of soldiers to restore order and equally swift justice to punish the rioters. Many of whom were dealt prison sentences and the accused ringleaders transported;*
- *significantly at Llanidloes the rioters included women as well as men proving that there was universal support for the improved rights of the developing working class;*
- *events leading to the march on Newport 1839 showed how physical force Chartists had gained the ascendancy over moral force Chartists in their efforts to gain political change. Henry Hetherington in particular was influential in persuading industrial workers to follow a militant approach;*

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- *it was almost certain that the authorities had been warned of the march on Newport, as the town's Mayor Thomas Phillips was able to prepare adequately to repel any attempt to seize the town. Soldiers and special constables were deployed before the Chartists reached Newport and lay in wait for them;*
- *the scale of the rising was significant as thousands had joined the march and had the weather been favourable many more would certainly have been present;*
- *the consequences of the rising showed that the government could deal with a mass uprising. Hundreds were arrested and the leaders John Frost, Zephaniah Williams and William Jones were sentenced to be hung, drawn and quartered although later changed to be transported;*
- *the failure of events in Newport as part of a nationwide uprising showed the inability of the Chartist movement and its leaders to execute a co-ordinated campaign effectively;*
- *the failure of the march on Newport can be attributed to degrees of sectionalism within the Chartist movement particularly in the industrial heartlands of South Wales. Nationally the movement returned to focus on moral rather than physical force Chartism as a legitimate means to achieve their aims;*
- *long-term significance of the Newport Rising are attributed to John Frost's return to Britain and pardon for his part in leading the rising. His statue in Newport is testament to his role and Chartists in developing a strong political voice for the workers of Wales.*

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
12	**2**	**10**		

Question: **Explain the connections between any THREE of the following:**   **[12]**
  - **Agent Provocateurs**
  - **The Peterloo Massacre**
  - **The Cato Street Conspiracy**
  - **The Six Acts**

Band descriptors and mark allocations

	AO1 2 marks		**AO2 10 marks**		
			BAND 4	**Fully explains the relevant connections between the chosen features, set within the correct historical context.**	**8-10**
			BAND 3	**Explains the connections between the chosen features, set within the correct historical context.**	**5-7**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Begins to explain the connections between the chosen features.**	**3-4**
BAND 1	**Demonstrates some knowledge and understanding of the key features in the question.**	**1**	**BAND 1**	**A basic, unsupported explanation of connections between the chosen features.**	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

All the features mentioned were important aspects of government reaction; connections identified may include:

- *agent provocateurs was connected to the Cato Street Conspiracy because the Cato Street Conspirators were caught in a trap that was laid by George Edwards who had been recruited by the Home Office to act as an agent provocateur; Edwards proposed the plan to assassinate the cabinet that the conspirators would proceed to enact; later in court George Edwards would not be accepted by the court to present evidence as his capacity as an agent provocateur would discredit his testimony;*
- *the Peterloo Massacre, 1819 was connected to the Six Acts because of the government's reaction to the events at St Peter's Fields, Manchester; the legislation that would be commonly known as the Six Acts aimed at suppressing meetings that supported radical reform in the hope that events as witnessed during the Peterloo Massacre would not be allowed to be repeated;*

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- *the Cato Street Conspiracy was connected to the Peterloo Massacre and resulting Six Acts because the leaders of the Spencean Philanthropists had been shocked by the brutal nature of the government's reaction to the peaceful demonstration and the efforts to suppress radical ideas and thought;*
- *the Six Acts was connected to Agent Provocateurs because government agents reported and influenced seditious meetings such as occurred during the Cato Street conspiracy.*

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Mark allocation:	AO1	AO2	AO3	AO4	SPaG
19	**4**			**12**	**3**

Question: **How far do you agree with this interpretation of the causes of the Merthyr Rising?** [16+3]

Band descriptors and mark allocations

	AO1 4 marks			**AO4 12 marks**	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	**4**	**BAND 4**	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	**10-12**
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	**3**	**BAND 3**	Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.	**7-9**
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	**2**	**BAND 2**	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.	**4-6**
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	**1**	**BAND 1**	Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.	**1-3**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the interpretation clearly states that poverty, debt and the control of industrial masters was the main reason for protest in Merthyr;*
- *industrial masters were an obvious focus of grievance by the industrial working class as they were almost entirely dependent on the employment they received;*
- *the people in industrial areas resented the immense wealth accumulated and flaunted by their masters such as William Crawshay's Cyfartha Castle overlooking Merthyr Tydfil;*

- *the interpretation accurately identifies that high levels of debt were common among the industrial workers and this can be attributed to the masters' control on pay and spending supported by the truck shop system;*
- *hatred of the debtor's court was a key feature of the Merthyr Rising and this supports the view that debt was a serious issue for the people in industrial towns;*
- *the interpretation offers the general comment that the constant fear of losing their job and home was a motivating factor that led to industrial unrest;*
- *the author is an historian who is writing for Sixth Form students and is likely to simplify to a degree the complex issue to emphasise key points. He will have researched the topic in detail before forming this interpretation;*
- *the interpretation could be challenged because it neglects to show awareness of other key issues that other historians might believe to be important. The growth of radicalism and unionism particularly within industrial areas was a driving force behind protest that called for parliamentary reform;*
- *other interpretations might emphasise the importance of short-term causes leading directly to industrial protest such as wage cuts immediately before the Merthyr Rising;*
- *the interpretation offered by the author accurately focuses on the underlying long-term causes of discontent that would lead to industrial protests if the conditions were right.*

After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:
- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
High	3	- Learners spell and punctuate with consistent accuracy - Learners use rules of grammar with effective control of meaning overall - Learners use a wide range of specialist terms as appropriate
Intermediate	2	- Learners spell and punctuate with considerable accuracy - Learners use rules of grammar with general control of meaning overall - Learners use a good range of specialist terms as appropriate
Threshold	1	- Learners spell and punctuate with reasonable accuracy - Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall - Learners use a limited range of specialist terms as appropriate
	0	- The learner writes nothing - The learner's response does not relate to the question - The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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