

MARK SCHEME

UNIT 1: 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:	A01	A02	A03	A04
4			4	

Question: e.g. **What can be learnt from Sources A and B about Chartism?** [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.

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 Chartism; Source A shows that Chartists held public meetings and that these were attended by many people; there was lots of support for Chartism in Scotland; most of the people at the meeting appear to be men and they appear to be listening to a speaker in the middle; Source B says that the Chartists caused a Rising in Newport in 1839; this rising failed and the leaders were arrested and tried and punished by being transported; the severity of the punishments shows that the government was frightened by the threat of Chartism so punished the leaders harshly.

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: WALES AND THE WIDER PERSPECTIVE****1B. RADICALISM AND PROTEST, 1810-1848****Question 1**

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
4			4	

Question: **What can be learnt from Sources A and B about Chartism?** **[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 Chartism; Source A shows that Chartists held public meetings and that these were attended by many people; there was lots of support for Chartism in Scotland; most of the people at the meeting appear to be men and they appear to be listening to a speaker in the middle; Source B says that the Chartists caused a Rising in Newport in 1839; this rising failed and the leaders were arrested and tried and punished by being transported; the severity of the punishments shows that the government was frightened by the threat of Chartism so punished the leaders harshly.

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
6	2		4	

Question: **To what extent does this source accurately explain the seriousness of the events at Merthyr in 1831?** [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 shows how the events at Merthyr in 1831 were very violent; the author says that many people were wounded including the mayor of the town and an army major; there was a tremendous amount of blood in the town, largely caused by the weapons of the rioters; the accuracy of the source should be placed in the historical context of the events in Merthyr in 1831 which was the culmination of many months of industrial depression and economic hardship; candidates should also point out the obvious bias in the source; Crawshay is the local ironmaster at whom most of the protest was directed; he would be fully in favour of the soldiers called in to quell any trouble and would obviously blame the workers for causing the trouble; thus the source has to be evaluated for huge bias in its content and authorship; however it clearly confirms that the authorities were convinced that the workers were responsible for the violence and this is later reflected in how the leaders of the Rising were punished, including the execution of Dic Penderyn.

Question 3

Mark allocation:	AO1	AO2	AO3	AO4
12	4	8		

Question: **Why did the Luddites protest in the early nineteenth century?** **[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 Luddites attacked machines in the wool and cotton industries in the north and midlands of England; the Luddites were named after 'General Ned Ludd' or 'King Ludd', a mythical figure who lived in Sherwood Forest and supposedly led the movement; Luddites protested because they wanted to get rid of the new machinery that was causing unemployment among workers - hand weavers did not want the introduction of power looms; they also protested against wage reductions; they also protested against food shortages brought about by the increase in the price of wheat, and the collapse of hosiery and knitwear prices in 1815 and 1816. Various attempts were made to find a compromise, but problems remained until the middle of the nineteenth century, by which time the woollen industry had moved away from hand-production; candidates may also show that some of the country's economic difficulties were put down to the Napoleonic War (1802-1812), which disrupted trade between countries; Luddites were protesting, therefore, against changes they thought would make their lives much worse, changes that were part of a new market system. Before this time, craftspeople would do their work for a set price, the usual price. They protested because they did not want this new system that involved working out how much work they did, how much materials cost, and how much profit there would be for the factory owner.

Question 4

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	2	10		

Question: **Explain the connections between any THREE of the following:** **[12]**

- The French Revolution
- The effects of the Napoleonic Wars
- Economic problems
- The demand for parliamentary reform

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 and connected causes of pressure on life in Britain around 1815;

- *the French Revolution was connected to the demand for parliamentary reform because it had a very big impact on the demands for workers' rights in Britain; the French Revolution which had broken out in 1789, was based on the ideas of liberty and equality for all people regardless of their class; the ideas of the French Revolution therefore influenced the demand by ordinary people in Britain for more political rights; for example the corresponding societies were set up to push for more reform of Parliament and incidents like the Spa Fields Riots in 1816 also reflected the demand for more rights;*

- *the French Revolution was connected to the effects of the Napoleonic wars because it sparked off a European wide series of wars which was carried on by Napoleon Bonaparte; the Napoleonic wars affected most European countries politically, economically and socially and many of the ideas of the French Revolution were exported by the wars to the countries invaded by France;*
- *the effects of the Napoleonic wars was connected to economic problems because the French attempted to defeat Britain by blockading its ports using the 'Continental System'; it was hoped that this would starve the country into surrender; Napoleon called Britain a 'nation of shop-keepers' who could be defeated by preventing trade; the blockade did not lead to Britain's defeat but it did cause serious food shortages and economic depression causing much suffering amongst workers;*
- *the effects of the Napoleonic wars was connected, therefore, to the demand for Parliamentary reform because economic hardship contributed to social and economic protests which were also linked to the demand for greater political rights; examples of this include the Luddite outbursts and the March of the Blanketeers in 1817*

Question 5

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4	SPaG
19	4			12	3

Question: **How far do you agree with this interpretation of the results of the Rebecca Riots?** **[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, as a result of the riots, the Rebecca supporters had gained real achievements and won a great victory; the author would have been able to base his interpretation on many obvious results of the Riots at this time; the government was concerned enough to appoint three special commissioners to investigate the causes of the Riots; their findings led to a Turnpike Act that was passed in July 1844; this Act gave the rioters a lot of what they were after including simplification and reduction of tolls; tolls were

made more uniform; the rioters also achieved a modest reduction in rents and the toll on lime was cut by half; however, other interpretations of this issue differ; other historians argue that while there were positive results of the Rebecca Riots, the living conditions of people in West Wales did not change or improve really; contemporary evidence from a range of authors still points out the poverty that people had to endure; it can be argued that while the issue of turnpikes was addressed, the more general concerns over poverty and workload remained untouched; candidates may assert that the author of this particular interpretation is an historian specialising in nineteenth century Welsh history; he is writing an article probably for a learned audience; despite recognising that some of the grievances of the rioters were exaggerated and that they were needlessly violent at times, the interpretation may be rather simplified and not really look at the way in which the more general conditions were tackled; appropriate research would have been undertaken but the interpretation may provide a limited perspective and a relatively generalised and one dimensional interpretation.

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
<i>High</i>	3	<ul style="list-style-type: none"> • 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
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • 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
<i>Threshold</i>	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

