



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2017

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 2017 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 5

#### 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. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section 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.*

### **How far do you agree that the influence of the French Revolution was mainly responsible for the failure to achieve parliamentary reform in the period 1780-1828?**

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 of the influence of the French Revolution upon the failure to achieve parliamentary reform 1780-1828. They will consider a range of key concepts such as causation, consequences, 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 influence of the French Revolution upon the failure to achieve parliamentary reform 1780-1828. In order to reach a substantiated judgement about this issue, candidates may argue that the influence of the French Revolution was mainly responsible for the failure to achieve parliamentary reform. The response might support this proposition by considering issues such as:

- the dramatic effect of French Revolution on politics and society
- the association of French Revolution with radicalism and reform
- the emergence of Corresponding Societies and the threat from radicalism
- its effect on the policies of the Younger Pitt and Lord Liverpool
- the revival of parliamentary reform in period of post-war distress associated with Jacobinism

Candidates might consider challenging the proposition in the question by arguing that the influence of the French Revolution was not mainly responsible for the failure to achieve parliamentary reform 1780-1828. The response might evaluate other factors such as:

- failure of any moderate reform before the French Revolution e.g. Pitt's bill 1785
- strength of loyalism and the establishment
- long period of Tory rule and repression
- lack of interest by the Liberal Tories before Catholic Emancipation
- weakness of the Whig party
- opposition of the monarchy to any moves to reform
- divisions within radicalism during this period

Overall candidates will offer a debate and come to a substantial judgement regarding the importance of the influence of the French Revolution on the failure to achieve parliamentary reform 1780-1828.

## 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.*

### **Was the desire to gain political support the most significant reason for parliamentary reform in the period 1832-1885?**

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 desire to gain political support was the most significant reason for parliamentary reform 1832-1885. 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 desire to gain political support and whether this was the most significant reason for parliamentary reform 1832-1885. In order to reach a substantiated judgement about this issue, candidates may argue that the desire to gain political support was the most significant reason for parliamentary reform 1832-1885. The response might support this proposition by considering issues such as:

- the Whig aim to enfranchise the middle classes in the 1830s and attract their support
- the addition of 1.1 million voters in 1867 for similar reasons
- Disraeli's cynicism - any reform would have done so long as it met his political agenda
- Disraeli's ability to create a majority for reform in 1867
- the impact upon party organisation and management
- political aims of Chamberlain and Gladstone in the 1880s

Candidates might consider challenging the proposition in the question by arguing that the desire to gain political support was not the most significant reason for parliamentary reform 1832-1885. The response might consider other significant reasons such as:

- reform in 1832 more as a response to both social change and corruption
- the rejection of Chartist petitions showed that the desire for political support was weak
- Russell and Gladstone's Bill and its failure 1865-1866 as a response to popular agitation
- the influence of popular agitation was greater 1866-1867
- the limitations of the Second Reform Act especially in the counties
- continuing and serious issues with bribery, corruption and influence
- importance of Secret Ballot Act and Corrupt Practices legislation
- importance of 1884 and 1885 Acts in extending the electorate as part of necessary social change

Overall candidates will offer a debate and come to a substantiated judgement regarding the importance of the desire to gain political support and whether this was the most significant reason for parliamentary reform 1832-1885.

## INDICATIVE CONTENT FOR QUESTION 3 (COMPULSORY)

*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 was popular protest mainly caused by economic hardship in the period 1780-1885?**

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 popular protest was mainly caused by economic hardship in the period 1780-1885. 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 popular protest was mainly caused by economic hardship in the period 1780-1885. In order to reach a substantial judgement about the issue, candidates may argue that popular protest was mainly caused by economic hardship. The response might support this proposition by considering issues such as:

- economic strains of the Napoleonic Wars
- Luddism and the response to hardship caused by industrialism
- post-war depression and disturbances
- Captain Swing riots and rural poverty in the 1830s and 1840s
- Rebecca and the context of economic and social issues in Wales
- economic depressions and the link with the Chartist movement in the 1840s
- mid-Victorian prosperity and the growth of deference may have stifled protest after 1848

Candidates might consider challenging the proposition in the question by arguing that popular protest was not mainly caused by economic hardship in the period 1780-1885. The response might consider alternative issues such as:

- the Gordon Riots of 1780 were caused by anti-catholicism
- impact of parliamentary reform and radicalism on protest 1793-1820
- the Queen's trial in 1820
- political unions and the passage of the Reform Act 1830-1832
- political factions in the Merthyr rising of 1831
- the impact of Reform Act limitations on Chartism
- anti- poor law movement
- modest revival of the reform movement in the 1860s

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which popular protest was mainly caused by economic hardship in the period 1780-1885.

## ASSESSMENT GRID FOR ALL QUESTIONS ON UNIT 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.*

<b>Band 6 CHARACTERISTICS</b>		<i>The response is specifically focused on discussing the key concept in the question set; it demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme; it provides a substantiated, sustained and integrated judgement covering the whole or nearly all of the set period</i>
B6H	30	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides a fully evaluative and lucid essay with a fully convincing substantiated judgement covering nearly all of the set period.
B6M	28	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides an evaluative and lucid essay with a substantiated judgement covering the whole of the set period.
B6L	26	The response begins to show some characteristics of Band 6

<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focussed on 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 covering the greater part of the set period</i>
B5H	25	The response clearly engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout the essay; the response provides an evaluative and well written essay with a balanced and appropriate judgement covering the greater part of the set period.
B5M	23	The response engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout most of the essay; the response provides an evaluative and well written essay with a mostly balanced and appropriate judgement covering the greater part of the set period.
B5L	21	The response begins to show some characteristics of Band 5

<b>Band 4 CHARACTERISTICS</b>		<i>The response has some focus on 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 generally supported and balanced judgement covering most of the set period.</i>
B4H	20	The response will be mainly focused on debating the key concept in the question set. There will be some meaningful discussion of how the main features and characteristics associated with the theme impacted on the key concept over most of the set period. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to discuss how certain features and characteristics associated with the theme related to the key concept over most of the period. There will be a balanced judgement but there may well be some drift. <i>[Note that a general discussion of a number of factors supported by a judgement with a series of mini judgements at the end of each paragraph can be credited here.]</i>
B4L	16	The response begins to show some characteristics of Band 4

<b>Band 3 CHARACTERISTICS</b>		<i>The response has some accurate and relevant knowledge of the main issues associated with the relevant theme; there may be some weak reference to the key concept in the question set but it is usually restricted to a “for and against” discussion with some patchy period coverage</i>
B3H	15	The response tends to focus on using a highly structured series of features and characteristics associated with the theme rather than attempting to address the key concept in the question set. There will be reasonable period coverage and the response will offer a judgement with some support, often by considering factors for and against - <i>[the yes / no – for and against – essay]</i>
B3M	13	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme. There may be a weak focus and imbalanced judgement on the key concept in the question set.
B3L	11	The response begins to show some characteristics of Band 3

<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the general theme but is descriptive in tone with only very limited focus on discussing the key concept in the set question; period coverage will be narrow or lack chronology</i>
B2H	8	The response is a predominantly descriptive account of the features and characteristics associated with the theme. There may be a “tagged on” <i>[throwaway / simplistic / bolt-on]</i> judgement referring to the key concept in the set question which is not appropriately supported.
B2L	6	The response is limited to a descriptive account of the features and characteristics associated with the theme - basically narrative with no judgement attempted.

<b>Band 1 CHARACTERISTICS</b>		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the associated theme.
B1L	3	The response is very brief and / or largely irrelevant.
	0	Use for incorrect answers