



GCE MARK SCHEME

SUMMER 2019

HISTORY - 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

1100U30-1

## **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.

**UNIT 4****DEPTH STUDY 3****REFORM AND PROTEST IN WALES AND ENGLAND c1783-1848****Part 2: PROTEST AND CAMPAIGNS FOR SOCIAL REFORM c1832-1848****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 Whig governments in the period from 1833 to 1837.**

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 Whig governments in the period from 1833 to 1837. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include:

**Source A** This is from Roebuck's resolution establishing a government grant for education. The general context is the debate on government intervention and the reform struggle and the specific context in 1833 should refer to the particular debates on education where government intervention in the operation of the economy was at issue. The education issue was important as it was intervention into a social problem although there was an obvious link to economic issues. Roebuck advances the argument that this is a national concern and in particular one of social control. He refers to discontent, 'stack burning peasantry' and, in view of the forthcoming Poor Law reform, 'a sturdy pauper population'. He has a swipe at the Corn Laws as any self-respecting radical would but importantly he reinforces the point that education makes a people 'industrious, honest, tolerant and happy'. Further contextual references might include the religious issue which would bedevil education reform for decades and the limited amount of the initial grant. However the precedent had been set and this is an important component of *the laissez-faire* debate on the scale of government intervention at this time. Roebuck is a radical Whig so this will affect not only the provenance of the source but also its value to the historian studying the Whig governments as a key speech to the House of Commons in 1833 on an important social problem advancing the reasons for educational reform.

**Source B** This is a report from Leonard Horner to a Parliamentary select committee. As one of the first factory inspectors appointed after the Factory Act 1833 he had first-hand experience of implementing the Act and awareness of the issues involved. Horner reports opinions that the law was both necessary and just.

He is open about hostility to the Act and the problems this has caused. He is also clear that the hostility is not about interference as such but indignation from the respectable mill owners that they are all being tarred with the same brush as those responsible for the appalling conditions reported to Parliament in 1832–1833. Nevertheless Horner is very critical of those whom he prosecuted referring to their indifference to the health of children and their perception of them as ‘tools let out to hire’. The general context here is the pressure from the humanitarians for reform and the report orchestrated by Oastler and Fielden in the early 1830s which had such an impact upon Parliament and public opinion. The specific context here is the operation of the inspectorial system introduced in 1833 and which was to become such an important component of nineteenth century reforms in other areas. The mechanism is clearly in place four years later in 1837. Expect some commentary on the provenance of the source. Horner does provide first hand evidence but his job depends upon the operation of the law and there is an element of self-justification showing in the tone of his report and his belief in the efficacy of the legislation.

### **Source C**

This is a speech from Lord John Russell after his re-election in the 1837 general election. The general context is the political situation of the mid-1830s and the reforms of the Whig governments. The specific context is an election address which is wholly favourable to the Whig government and its achievements by this time. He gives much of the context for the reform of the Poor Law and the Municipal Corporations Act. His explanation of the Poor Laws is classic utilitarianism. Towards the end of the speech is a reference to the Reform Act where Russell makes clear his reluctance to consider further parliamentary reform – a revealing insight into the Whig thinking behind the Reform Act. Expect some commentary on the provenance of the source – it presents the Whig reforms in the most favourable light, ‘all that was good and generous and enlightened’, and it is a celebratory speech after his success in the election. Nevertheless it provides an interesting insight into the thinking of a major player in the Whig government and is of real value to the specific enquiry.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying the Whig governments in the period from 1833 to 1837 and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

## UNIT 4

### MARK SCHEME FOR QUESTION 1

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be awarded to answers showing the appropriate characteristics.

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

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the specific historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.</i>
<b>ASE OVER THE PERIOD SET</b>		
<b>B6H</b>	<b>30</b>	The response shows accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the specific historical context and covering all of the period set in the enquiry. There will be a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.
<b>B6S</b>	<b>27</b>	The response begins to show some characteristics of Band 6
<b>Band 5 CHARACTERISTICS</b>		<i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the specific historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue.</i>
<b>ASE</b>		
<b>B5H</b>	<b>25</b>	The response shows accurate source evaluation using the content and attributions of the three sources, setting the response in the specific historical context and covering most of the period set in the enquiry. There will be a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
<b>B5S</b>	<b>23</b>	The response begins to show some characteristics of Band 5
<b>B5C</b>	<b>21</b>	This mark can be used if there is understanding shown of the specific historical context of one source only.
<b>Band 4 CHARACTERISTICS</b>		<i>Clearly attempts an analysis and evaluation of the given sources in relation to the general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value of some or all three sources.</i>
<b>GCX, V and/or U</b>		
<b>B4H</b>	<b>20</b>	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This will be used to reach a reasoned judgement on value of all three sources. Occasional references to utility are acceptable.
<b>B4S</b>	<b>18</b>	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value will be present on some or all of the three sources though some general comments on utility may be seen.
<b>B4C</b>	<b>16</b>	The response begins to show some characteristics of Band 4 in discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.

<b>Band 3 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i>
<b>Mechanistic V, S&amp;L and U</b>		
<b>B3H</b>	<b>15</b>	
<b>B3S</b>	<b>13</b>	
<b>B3C</b>	<b>11</b>	The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted.
<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i>
<b>TRAWL</b>		
<b>B2H</b>	<b>8</b>	
<b>B2S</b>	<b>6</b>	The response is able to discuss the strengths and / or limitations of some of the three sources by focusing on their content mostly.
<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from content or attributions of the given sources.</i>
<b>COPYING / COMPREHENSION</b>		
<b>B1H</b>	<b>5</b>	
<b>B1S</b>	<b>3</b>	
	<b>0</b>	Use for incorrect answers

## 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.*

### **To what extent was popular protest mainly motivated by the desire for parliamentary reform in the period from 1832 to 1848?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether popular protest was mainly motivated by the desire for parliamentary reform in the period from 1832 to 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 impact of the desire for parliamentary reform upon popular protest in the period from 1832 to 1848. In order to reach a substantiated judgement about this issue, candidates may argue that the parliamentary reform was indeed mainly responsible for popular protest. Candidates may support the proposition by noting:

- the intentions of the Whig legislators in 1831–1832;
- the failure to enfranchise the working classes after the popular support for reform of 1830–1832;
- there were limited reforms to the process of election and the continuation of abuses;
- landowners were still pre-eminent after 1832;
- the six points of the Charter;
- Chartism and popular protests of 1839, 1842 and 1848;
- the rejection of the Chartist petitions.

Candidates may consider challenging the proposition in the question by arguing that other influences were more important than the desire for parliamentary reform in motivating popular protest. They may note:

- the link between the economic cycle and Chartism 1837–1839, 1842 and 1848
- other influences on protest, such as working conditions and factory reform;
- Anti-Poor Law protests;
- the Anti-Corn Law League campaign and its success;
- rural protest-poverty and local issues;
- the trade union movement in the 1830s;
- the Ten Hours movement and factory reform.

Overall candidates will offer a debate and come to a substantiated judgement regarding the impact of the desire for parliamentary reform upon popular protest in the period from 1832 to 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.

### **How far do you agree that the repeal of the Corn Laws was the most significant development affecting the fortunes of the Conservative party in the period from 1834 to 1848?**

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 repeal of the Corn Laws was the most significant development affecting the fortunes of the Conservative party in the period from 1834 to 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 fortunes of the Conservative party in the period from 1834 to 1848. In order to reach a substantiated judgement about this issue, candidates may argue that the repeal of the Corn Laws was clearly the most significant development affecting the Conservative party in the period from 1834 to 1848. They may support the proposition by noting:

- the symbolism of the Corn Laws and significance of their removal for politics and society;
- the culmination of Peel's earlier moves against protection and backbench opposition;
- the significance of the split in the Tory Party;
- the collapse of Peel's government—the last majority Conservative government until 1874;
- Peel's resignation speech and the condition of the working classes.

Candidates may consider challenging the proposition in the question by arguing that other developments were as or more significant in affecting the fortunes of the Conservative Party in the period from 1834 to 1848. They may note:

- the Tamworth manifesto and the response to reform;
- Peel and the new Conservatism;
- parliamentary tactics, for example the 1839 election;
- the organisation and the election of 1841;
- financial and economic policies of 1841 to 1846, including trade and taxation;
- the response to depression and to Chartism;
- social reform;
- Peel's relationship with his backbenchers.

Overall candidates will offer a debate and come to a substantiated judgement whether the repeal of the Corn Laws was the most significant development affecting the fortunes of the Conservative party in the period from 1834 to 1848.

## UNIT 4

### MARK SCHEME QUESTIONS 2 AND 3

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be awarded to answers showing the appropriate characteristics.

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

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focused on the exact key concept in the set question, covering the whole of set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
<b>B6H</b>	<b>30</b>	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing and substantiated judgement covering the whole of the set period.
<b>B6S</b>	<b>27</b>	The response engages with the key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and coherent essay with a convincing and substantiated judgement covering nearly all of the set period.
<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focused on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
<b>B5H</b>	<b>25</b>	The response engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay. The essay will be analytical, evaluative and well written with a balanced and appropriate judgement covering most or all of the set period.
<b>B5S</b>	<b>23</b>	The response has a focus on debating the key concept set throughout most of the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering some or most of the set period.
<b>B5C</b>	<b>21</b>	The response begins to show some of the characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period]</i>

<b>Band 4 CHARACTERISTICS</b>		<i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
<b>B4H</b>	<b>20</b>	The response will feature some meaningful discussion of how and why the main developments, events or factors had an impact on the key concept in the set question over some or most of the period set. There will be an attempt at a balanced and supported judgement though some slight drift may be apparent.
<b>B4S</b>	<b>18</b>	The response begins to discuss the key concept in the question set, often with a series of mini judgements. There may be an attempt to consider a series of developments, events or factors in relation to the key concept set over some or most of the period. There may well be some listing of developments and some drift.
<b>B4C</b>	<b>16</b>	The response begins to show some characteristics of Band 4.  <i>[This can be used for good Band 3 responses that offer at least one valid reference or judgement on the key concept.]</i>
<b>Band 3 CHARACTERISTICS</b>		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
<b>B3H</b>	<b>15</b>	The response is based on a series of assertions, developments or factors over the period rather than the key concept in the question set. The response does offer a limited but valid judgement.
<b>B3S</b>	<b>13</b>	The response tends to be in the form of a generalised, listing of developments and factors.
<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the TOPIC area and is descriptive.</i>
<b>B2H</b>	<b>8</b>	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
<b>B2S</b>	<b>6</b>	The response is a descriptive account of the developments and factors related to the topic area with no judgement attempted.
<b>Band 1 CHARACTERISTICS</b>		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
<b>B1H</b>	<b>5</b>	The response is very limited and undeveloped though there is some weak link to the topic area.
<b>B1S</b>	<b>3</b>	The response is very brief and / or largely irrelevant to the concept set.
	<b>0</b>	Use for incorrect answers