GCE A LEVEL MARKING SCHEME

SUMMER 2022

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

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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Marking guidance for examiners

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. This question is compulsory and the mark awarded to it is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts.

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.

- Advice on the specific question outlining **indicative content** that 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 must credit any further admissible evidence offered by candidates.

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 level are displayed. Third, a final mark for the question can then be awarded.

Summary of assessment objectives for Question 2 and Question 3

Question 2 and Question 3 assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. Candidates choose either Question 2 or Question 3. The mark awarded to each question is 30.

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.

- Advice on the specific question outlining **indicative content** that 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 must credit any further admissible evidence offered by candidates.

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 level are displayed. Third, 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.

The paper has a maximum tariff of 60.

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Question 1

AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

		Value of the sources	Analysis and evaluation of the sources in their historical context	Focus on the question set
Band 6	**26–30 marks**	The learner shows clear understanding of the strengths and limitations of the sources.	The sources are clearly analysed and evaluated in the specific and wider historical context.	The learner will make a sustained and developed attempt to utilise the sources to directly answer the question set.
Band 5	**21–25 marks**	The learner considers the strengths and limitations of the sources.	There is some analysis and evaluation of the sources in the specific and wider historical context.	The learner deploys the sources appropriately to support the judgement reached about the question set.
Band 4	**16–20 marks**	The learner develops a response which begins to discuss the strengths and limitations of the sources.	There is some analysis and evaluation of the sources with an awareness of the wider historical context.	The learner deploys the sources to support the judgement reached about the question set.
Band 3	**11–15 marks**	The learner uses most of the source material to develop a response.	There is some analysis and evaluation of the sources.	The learner begins to discuss the sources' use in the context of the question set.
Band 2	**6–10 marks**	The learner uses some of the source material to develop a response.	The learner begins to analyse and evaluate the sources but it is largely mechanical.	The learner attempts to comment on the sources' use but lacks context.
Band 1	**1–5 marks**	There is limited evidence of the use of the sources.	Sources are used for their content only.	
Award 0 marks for an irrelevant or inaccurate response.				

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

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0 1 **Using your understanding of the historical context, assess the value of these three sources to an historian studying social reform in the period from 1837 to 1848.**

Candidates will consider the value of the sources to an historian studying social reform in the period from 1837 to 1848. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given, if appropriate, where that learning is used to show understanding of the historical context. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A The general historical context of the source is the debate on the reform of the poor law in 1834 while the specific context may include references to the implementation of the new poor law and the importance of Chadwick and his ideas. The source provides evidence of the impact of the new poor law by reference to the setting of a poor rate in Uckfield. The source attaches importance to the savings to be made in the rates, which was a crucial factor in the genesis of the poor law. Chadwick also refers to the social impact of the law and the premise on which the treatment of the able-bodied poor was based. It is an article written by Chadwick, the author of the law, and it could be argued his article was skewed to provide the best possible light on its operation.

Source B The general historical context of the source is the argument over the primacy of laissez-faire philosophy and the interference posed by factory regulations. Howick also refers to the depression of the early 1840s—the hungry 40s–in the manufacturing districts. The specific historical context in which the source was created may include references to the need for, and possible impact of, the 1844 Factory Act. The source presents the argument about the efficacy of factory legislation forcefully. Howick shows that the laissez-faire argument has been a strong influence and he goes some way to refute it. He provides important context about the influential factory reports both to parliament and also the early inspection reports. Further, he is specific about the state of the nation, and some candidates may refer to the *Condition of England* question. Candidates may infer from the language and tone that Howick wished to appeal to the humanitarian instincts of members of parliament who went on to legislate on the factory question in 1844.

Source C The general historical context associated with this source is the condition of the urban areas, and the public health movement, best exemplified by the health of towns Commission (1842). The specific historical context is the 1848 cholera epidemic that eventually killed more than 50,000 people. The source summarises the debate in the 1840s about the causes of disease, with a strong steer towards the miasma theory in this report (although the actual cause of cholera was not discovered until sometime later, by Koch). The source is useful in highlighting the role of the newly formed poor law unions in investigating and resolving public health problems. This is a report to parliament about the operation of the new Public Health Act with its combination of local boards supervised by Chadwick's central board, a pattern that was to persist with welfare and health administration.

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Questions 2 and 3

AO1: 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.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	**26–30 marks**	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	**21–25 marks**	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	**16–20 marks**	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	**11–15 marks**	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	**6–10 marks**		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	**1–5 marks**		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

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

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0 2 **To what extent was poor leadership responsible for the failure of the Chartist movement?**

Candidates will offer a supported appraisal of reasons for the failure of the Chartist movement, measuring the strengths and limitations of its leadership relative to other relevant issues. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest poor leadership was responsible for the failure of the Chartist movement may include the following.

- The differences between moral and physical force Chartists.
- The personality clash between Lovett and O'Connor.
- The reaction to the Newport rising and the Plug riots.
- The effect of O'Connor's journalism.
- O'Connor's alleged poor leadership of the 1848 demonstration.

Arguments that suggest poor leadership was not responsible for the failure of the Chartist movement may include the following.

- The strength of parliament in rejecting Chartist petitions.
- The weakness of Chartism in the south.
- The strength of the state in dealing with Chartist protests.
- The impact of Peel's reforms.
- The failure to attract middle class support.
- The strength of Chartism was affected by economic cycles.

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0 3 **How significant were Sir Robert Peel's changes to the policies of the Conservative Party during the period from 1834 to 1846?**

Candidates will offer a supported analysis of the changes made by Sir Robert Peel to the policies of the Conservative Party, measuring the strengths and limitations of those changes – in relation to other relevant issues – in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest Peel's changes to the policies of the Conservative Party were of considerable significance during the period may include the following.

- The response to parliamentary reform and the Tamworth Manifesto.
- The new party organisation and the election of 1841.
- Peel's financial and commercial policies between 1841 and 1846.
- The Maynooth Grant.
- Social reforms.
- The move to free trade and the repeal of the Corn Laws.

Arguments that suggest Peel's changes to the policies of the Conservative Party were not, or less, significant during the period may include the following.

- Opposition to his Irish policies.
- The strength of protectionism on the Tory backbenches.
- The agricultural interest of the Tory Party.
- Opposition to the Sugar Act and free trade.
- Support for the Church of England, and issues over education and Ireland, exemplified by Gladstone's resignation in 1845.
- The split over the Corn Laws.

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