GCE A LEVEL MARKING SCHEME

SUMMER 2022

HISTORY - UNIT 3
BREADTH STUDY 6

PARLIAMENTARY REFORM AND PROTEST IN WALES AND ENGLAND c.1780–1885

1100UF0-1

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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 Unit 3

The questions each assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse, evaluate and reach substantiated judgements. In Theme 1, candidates choose one question from a choice of two. In Theme 2, candidates again choose one question from a choice of two. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme has two parts:

- An assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

- Advice on each 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 should seek to 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 band 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.

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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.					

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Theme 1 *Parliamentary reform 1780 –1885*

0 1 **Evaluate the importance of the French Revolution in the demand for parliamentary reform in Wales and England between 1780 and 1885.**

Candidates will offer a supported appraisal of the importance of the French Revolution in the demand for parliamentary reform in Wales and England, measuring its importance in the context of the period specified, and perhaps in relation 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 that the French Revolution was an important aspect in the demand for parliamentary reform in Wales and England during the specified period may include the following.

- Inspiration for constitutional and radical reformers was very clear in the 1790s as seen in the direct link with the Corresponding Societies and the radical reform movement.
- The violent phase, 1792–1794, of the French Revolution, terrified the governing and propertied classes, acting as a brake on parliamentary reform until 1830 and was, arguably, a stimulus in the crisis of 1831-1832.
- The role of popular protest in the 1790s, between 1815 and 1820 and again between 1829 and 1832 is often argued to be a consequence of the French Revolution.
- The long-term effect was demonstrated in government policy between 1815 and 1820, and as late as 1848 during the extensive security operation in London to counter the Chartist demonstration at Kennington to avoid a repetition of 1789.
- The emphasis on moderate reform in 1831-1832, and the appeal of household suffrage after the 1860s, demonstrated the concern to smother radical ideas on reform.

Arguments that suggest that the French Revolution was of lesser importance in the demand for parliamentary reform in Wales and England during the specified period may include the following.

- Social and economic changes brought about by the Industrial Revolution exposed the shortcomings of the unreformed system.
- Political developments in the late 1820s shattered the Tory Party and ended its grip on power, stimulating the salience of parliamentary reform.
- Parliament's steadfast refusal to accept the Chartist demands in the 1830s and 1840s was a significant obstacle for reform.
- The revival of the reform movement in the 1860s and the political response between 1866 and 1885 particularly the agendas of the two main political parties, affected reform considerably.

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0 2 **"The Reform Act (1832) was the most significant development in parliamentary reform between 1785 and 1885." Discuss.**

Candidates will offer a supported analysis of the Reform Act (1832), measuring its significance – in relation to other relevant issues – as a development in parliamentary reform in the context of the period specified. 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 that the Reform Act (1832) was the most significant development in parliamentary reform during the specified period may include the following.

- The events leading to the Act were truly significant, for example the break-up of the Tory Party between 1827 and 1830, and the social and economic turmoil of the period, which created a febrile atmosphere up to and throughout the Reform Act crisis, 1829–1832.
- The widening of the franchise to include many middle-class voters was of great symbolic significance.
- The redistribution of seats was the most significant.
- The impact, however, on the influence of the landed classes was more debateable.

Arguments that suggest that the Reform Act (1832) was not the most significant development in parliamentary reform during the specified period may include the following.

- The impact of the American and French revolutions on the early campaigns for parliamentary reform provided a stimulus for reform.
- The impact of the Chartist movement, and the response of governments, blocked further reform for decades.
- The revival of the parliamentary reform movement in the 1860s and the influence of events in Italy and the US created the climate for household suffrage.
- The importance of political calculation in fostering reform after 1866 and the significance of household suffrage; urban and rural suffrage, and seat redistribution and 1867 and 1885 were all significant changes.
- The significance of the legislation on the secret ballot and corruption after 1872 is arguably of more importance than numbers of voters.

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Theme 2 *Popular protest 1780–1885*

0 3 **How significant was the threat posed to government by popular protest during the period from 1780 to 1885?**

Candidates will offer a supported analysis of popular protest, measuring its significance – in relation to other relevant issues – as a threat to government in the context of the period specified. 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 that popular protest was the most significant threat posed to government during the specified period may include the following.

- The extent of the repressive measures of the Younger Pitt's and Lord Liverpool's governments in the different contexts of war and peace revealed a serious threat.
- The very dangerous crises of 1797–1798, 1800–1801 and 1811–1812 presented significant political and economic challenges to beleaguered governments.
- The extent of the security responses to the Luddites and the Chartist movement showed their significance.
- Difficulties of responding successfully to the well organised Anti-Corn Law League and trade union movement in the middle of the century revealed that the threat could be more nuanced than violent protest.
- Government social, economic and financial policies were influenced by popular protest in the 1830s and 1840s.

Arguments that suggest that threat posed by popular protest was equal to, or of lesser significance than, other threats to government during the specified period may include the following.

- The significant internal divisions within the radical movement and the later Chartist movement weakened their influence.
- The effectiveness of the repressive measures undertaken by governments in both war and peace between 1793 and 1820, and the strength of government security responses diminished the threat.
- The impact of improved economic conditions reduced popular protest, particularly in the 1820s and the mid-Victorian period.

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0 4 **To what extent did popular protests achieve their aims during the period from 1780 to 1885?**

Candidates will offer a supported appraisal of popular protests across the specified period, measuring – perhaps in relation to other relevant factors – the degree to which they achieved their aims during the period specified. 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 that popular protests largely achieved their aims during the specified period may include the following.

- It could be argued that popular protest contributed to the passing of the Reform Act 1832.
- The Anti-Corn Law League was a highly successful pressure group that achieved, at the least traction, and arguably, complete success.
- The Rebecca Riots attracted attention and some modest measures of reform.
- The later trade union movement is often cited as a successful movement achieving limited recognition.

Arguments that suggest that popular protests did not individually, collectively or overall achieve their aims during the specified period may include the following.

- The radical movement in the 1790s was repressed by the government.
- The protests of 1815 to 1820 were also constrained by government action and economic recovery in the 1820s.
- The Chartist movement had failed to achieve its aims by 1848.
- Government economic and social reforms in the 1840s undermined radical protest.

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