



GCSE MARKING SCHEME

SUMMER 2025

GCSE HISTORY

**UNIT 1: STUDY IN DEPTH - WALES AND THE WIDER
PERSPECTIVE**

**1B. RADICALISM AND PROTEST, 1810–1848
3100UB0-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

1B. RADICALISM AND PROTEST, 1810-1848

SUMMER 2025 MARK SCHEME

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:	AO1	AO2	AO3	AO4
4			4	

Question: e.g. **What can be learnt from Sources A and B about the nature of early popular protests?** [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:

- Source A tells us that the Blanketeers were marching to Nottingham and other towns.
- Source A tells us that there were thousands who set off on the march.
- Source A tells us that the march was illegal as Uriah Williams is arrested.
- Source A tells us that speeches were made before the march started.
- Source B tells us that the Luddites attacked a Mill and destroyed Machinery.
- Source B tells us that there was a reward of £1000 for information.
- Source B tells us that the attacks happened near Leeds.
- Source B tells us that the government was determined to catch the protester.

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.

UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

1B. RADICALISM AND PROTEST, 1810-1848

Question 1

Mark allocation:	AO1	AO2	AO3	AO4
4			4	

Question: **What can be learnt from Sources A and B about the nature of early popular protests?** [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:

- *Source A tells us that the Blanketeers were marching to Nottingham and other towns.*
- *Source A tells us that there were thousands who set off on the march.*
- *Source A tells us that the march was illegal as Uriah Williams is arrested.*
- *Source A tells us that speeches were made before the march started.*
- *Source B tells us that the Luddites attacked mills, one was set on fire and machinery in another mill was destroyed.*
- *Source B tells us that there was a reward of £1000 for information.*
- *Source B tells us that the attacks happened near Leeds.*
- *Source B tells us that the government was determined to catch the protesters.*

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
6	2		4	

Question: **To what extent does this source accurately explain the reasons for attacks on the tollgates by the Rebecca rioters?** [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 accurately explains some of the key reasons why farmers were protesting in rural Wales targeting tollgates.*
- *The source accurately explains how costs of transporting lime had increased for farmers due to tolls imposed by the turnpike trusts.*
- *The source explains that the burden of taxes and high rent are difficult for farmers to bear.*
- *The source is a newspaper report written in a radical Welsh newspaper The Welshman and suggests there is sympathy for the plight of the farmers. This may limit the sources accuracy.*
- *The source is published in 1843 as the Rebecca Riots draw to a close suggesting the accuracy of the explanation based on a number of years reporting having taken place.*
- *The source has its limitations as it fails to draw attention to other factors that contributed to the pressures facing the communities of rural Wales at the time.*

A clear and supported judgment should focus on the accuracy of the information provided while recognising that other important contributing issues are not present.

Question 3

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
12	4	8		

Question: **Why was the Peterloo Massacre significant in changing the government's attitude to popular protests?** [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 massive public outcry supported by the popular press was significant as it put pressure on the government to change its approach to dealing with popular demonstrations.*
- *The Six Acts were introduced as a direct result of the Peterloo Massacre, highlighting their significance. Their aim of preventing popular protests would be a catalyst for further calls for reform.*
- *The Peterloo Massacre was significant because the response of the British public was to push for greater reform in the face of a seemingly authoritarian government.*
- *The Peterloo Massacre was significant because radicalism increased the threat to the government's ability to rule.*
- *Fear of revolution, sparked by the Peterloo Massacre, led the government to consider a more conciliatory approach.*
- *As a result of the Peterloo Massacre, working class demands had to be increasingly taken into account, as the sympathy of moderate reformers shifted towards the working classes.*
- *Policing of demonstrations changed as a greater emphasis was put on controlling large crowds rather than dispersing with force.*

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]

- Iron Masters
- Truck system
- The Merthyr Rising
- 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:

- *The iron masters are connected to the truck system because they were responsible for enforcing the truck system and paying their workers with tokens that could only be used at the tommy shops owned by the iron masters.*
- *The iron masters are connected to the Merthyr Rising because they were responsible for their workers working and living conditions and made the decision to cut wages in order to maintain profits during the economic slump.*
- *The iron masters are connected to calls for parliamentary reform as they were regarded as the members of society who were not using their influence to further the voice of workers. Some iron masters were keen to support parliamentary reform as they would benefit such as John Guest who was elected MP for Merthyr following the 1832 Reform Act's boundary changes to constituencies.*
- *The truck system is connected to the Merthyr Rising because it was very unpopular due to the exploitation of wages that often led to debt.*
- *The truck system is connected to parliamentary reform because it was a focus of the workingmen's discontent and therefore could be abolished through political representation at parliament.*
- *The Merthyr Rising is connected to parliamentary reform because one of its aims was to put pressure on the government to support extending the franchise and redrawing constituency boundaries. Recent demonstrations prior to the Merthyr Rising were calling for parliamentary reform and these had the effect of emboldening the workers to protest in ever larger numbers.*

Question 5

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

Question: **How far do you agree with this interpretation about who was responsible for organising the Newport Rising?** **[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 lays the blame for organising the Newport Rising on the English and the Welsh people were led astray.*
- *The interpretation's mention of Feargus O'Connor supports the fact that he was a leading voice in the call for physical force Chartism.*
- *The author is a historian writing for A Level students and may simplify some complex issues to emphasize key points. He will have researched the topic in detail, both examining contemporary and secondary sources.*
- *The interpretation could be challenged as he is a Welsh historian and may show sympathy towards the Welsh people and may wish to deflect blame to others.*
- *Other interpretations might emphasize the roles of the three Welsh leaders of the march on Newport; John Frost, Zephaniah Williams and William Jones.*
- *Other interpretations might argue that the Newport Rising was part of a national campaign that was organised by Welsh and English Chartists.*
- *A substantiated judgement about the accuracy of the interpretation offered by the author should identify the important role played by English Chartists in organising the Newport Rising while recognising it fails to fully account for the role played by the Welsh.*

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	• 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	• 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	• 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	• 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