



**GCE MARK SCHEME (LEGACY)**

**SUMMER 2016**

**HISTORY - UNIT HY2  
DEPTH STUDY 3**

**REFORM AND PROTEST IN WALES AND ENGLAND  
c. 1830-1848**

**1232/03**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 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.

# HISTORY MARK SCHEME

## UNIT HY2

### DEPTH STUDY 3

#### REFORM AND PROTEST IN WALES AND ENGLAND c. 1830-1848

#### Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	<b>AO1</b>	<b>AO2a</b>	<b>Total</b>
<b>Level 1</b>	1-2 marks	1-2 marks	4
<b>Level 2</b>	3-4 marks	3-4 marks	8

#### Marking guidance for examiners

##### Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

##### Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-2 marks</b> <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 3-4 marks</b> <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 5-6 marks</b> <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 7-8 marks</b> <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

## INDICATIVE CONTENT FOR PART (a)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### QUESTION: 1(a)

#### **What does the author of Source E mean by the phrase "corrupt owners of votes in the boroughs"?**

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- this is a clear reference to the abuses in the unreformed electoral system.
- the context is the growing influence of popular agitation on demand for reform, particularly the political unions of which the one in Birmingham was the most prominent
- the date is significant - the days of May and the prospect of a Tory government had created a dangerous atmosphere
- Attwood is a prominent campaigner for reform of Parliament, a middle class banker who set up the BPU to bring together the middle and working classes. This accounted for much establishment fear.

### QUESTION: 2(a)

#### **What does the author of Source E mean by the phrase "we have unavoidably interfered with powerful interests"?**

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- Source E is referring to the opposition of the private companies and local administrations to public health reform from 1848
- the context is the fierce opposition of vested interests to public health reform and the limitations of a permissive Act of Parliament in 1848
- the language and tone of the source are significant making clear the frustration of reformers with obstruction, some of it in Parliament itself
- the source is an official report on the activities of a Board set up by Parliament which perhaps accounts for its defensive tone.

## Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	<b>AO1</b>	<b>AO2a</b>	<b>Total</b>
<b>Level 1</b>	1-3 marks	1-5 marks	8
<b>Level 2</b>	4-6 marks	6-10 marks	16

### Marking guidance for examiners

#### Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

#### Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

*Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-4 marks</b>  <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 5-8 marks</b>  <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 9-12 marks</b>  <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 13-16 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

## INDICATIVE CONTENT FOR PART (b)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### QUESTION: 1(b)

## **How significant were humanitarian concerns in the movement for factory reform in the period 1830-1848?**

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into how significant humanitarian concerns were in the movement for factory reform in the period 1830-1848. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of humanitarian concerns in the movement for factory reform in the period 1830-1848. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- the sources both allude to the concerns generated by the details replayed to Parliament in Sadler's report and the campaigns of Oastler and Ashley which were, of course, humanitarian and evangelical in tone.
- Source A queries the findings of the humanitarian inspired factory report of 1833 which had been so influential in encouraging legislation. Source B opposes the proposed factory law of 1844 on both philosophical and practical grounds, questioning whether legislative reform was needed at all
- Source A is a Whig journal and McCulloch was a noted utilitarian, sceptical about the need for reform in working hours and conditions
- Labouchere in Source B is voicing the concerns about the principle of state intervention in any circumstances. The language and tone of scepticism are at odds with the humanitarian outrage at abuses in the factories and the appalling conditions described in the reports to Parliament
- both authors are responding to humanitarian concerns which does show their considerable significance in the movement for factory reform.



## QUESTION: 2(b)

### **How important was religion in attempts to improve the education of children in the period 1830-1848?**

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of religion in attempts to improve the education of children in the period 1830-1848. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of religion in attempts to improve the education of children. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A shows a full blooded attempt by the Church of England to monopolise all forms of education whereas Source B shows the frustration of Peel in having his government's factory bill savaged by the Dissenters because of the provisions relating to the education of children
- the Factory Act 1844 was criticised by reformers for its failure to legislate for the education of children in the factories although to be fair to Peel and his ministers the original bill did contain provision for this, only to be dropped because of religious controversy
- religion was to be a continuing factor in the debate on education not least because of concerns about the religious welfare of the lower classes; alternative influences where concerns about literacy, the debate on social control, the extent of state control not only in provision but also in the need for inspection and the distribution of the annual grant introduced in 1833
- Peel's letter is a private one to his monarch and is likely to be a reliable guide to his thoughts and actions whereas Source B is a partisan resolution to be treated with some caution but at the same time a useful insight into the "Church in Danger" mentality of the late 1830s.

## Part (c)

Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.

	<b>AO1</b>	<b>AO2a</b>	<b>AO2b</b>	<b>Total</b>
<b>Level 1</b>	1 mark	1-2 marks	1-5 marks	8
<b>Level 2</b>	2-3 marks	3-4 marks	6-9 marks	16
<b>Level 3</b>	4 marks	5-6 marks	10-14 marks	24

### Marking guidance for examiners

#### Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

#### Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

*Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-4 marks</b> <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 5-8 marks</b> <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 9-12 marks</b> <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 13-16 marks</b> <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p><b>Low Level 3: 17-20 marks</b>  <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>High Level 3: 21-24 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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## INDICATIVE CONTENT FOR PART (c)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### QUESTION: 1(c)

## **Do you agree with the interpretation that the operation of the New Poor Law was unfair?**

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation of whether the operation of the New Poor Law was unfair. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether the operation of the New Poor Law was unfair. Candidates should be able to consider whether this interpretation is valid and supported or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source. Source C is from an academic historian with all the advantages of research and perspective whilst Source D is from the Poor Law Commission itself which would have vested interest in praising its own creation. There is evidence to support two very different interpretations.
- less eligibility was a deliberate construct to deter the poor and even the Poor Law Commission concedes that there may have been some abuses
- alternative interpretations might be that the main aim of the New Poor Law was to reduce expenditure, an aim which was realised to ratepayers' satisfaction
- revisionist historians may also point out that the most notorious abuses were often exaggerated by contemporary writers and papers; there was in fact considerable flexibility in the way the New Poor Law was introduced especially in the industrial areas of the north.

## QUESTION: 2(c)

### **Do you agree with the interpretation that the Chartist movement had little impact in this period?**

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation of whether the Chartist movement had little impact in this period. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether the Chartist movement had little impact in this period. Candidates should be able to consider whether this interpretation is valid and supported or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source. Source C is an interpretation with an unusual left wing perspective with a tribute to the English ruling classes from an unexpected quarter i.e. a communist leader in the twentieth century; it clearly sees the Chartist as partially successful and an inspiration whereas Source D is upbeat about the future prospects of the movement seeing current setbacks as only temporary.
- Source C is on the face of it a left wing interpretation which may have got the facts wrong on rotten boroughs but was certainly correct about the social and economic reforms of the 1840s.
- Source D is a contemporary source from a Chartist who is clear that politically Chartism is alive and well even if below the radar of the authorities. It has value as first hand evidence from a member of the movement in a handloom weaver environment, always a Chartist stronghold; its weakness is that it is localised evidence and is, of course, sympathetic to a movement that had fizzled out by 1848. This supports a very different interpretation to that in Source C.
- supporters of the interpretation in the question will point out the failure to obtain the six points of the Charter until much later and in the case of annual parliaments never. They might also refer to the disappointing outcome of the 1848; demonstration and Parliament's steadfast refusal to consider the petitions seriously.
- alternative interpretations may point out that far from being a failure the movement provided valuable experience for later movements such as trade unions, friendly societies and pressure groups generally; it also certainly was influential in the passing of social reforms and Peel, in particular, was mindful of the need for his fiscal policies to respond to the parlous conditions of the working classes during the depression years; also the Chartist tradition lived on as both sources indicate.

## Part (d)

**Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.**

	<b>AO1</b>	<b>AO2a</b>	<b>AO2b</b>	<b>Total</b>
<b>Level 1</b>	2 mark	1-6 marks	1-2 marks	10
<b>Level 2</b>	4 marks	7-14 marks	3-4 marks	22
<b>Level 3</b>	6 marks	15-20 marks	5-6 marks	32

### Marking guidance for examiners

#### Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

#### Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-4 marks</b> <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>Mid Level 1: 5-7 marks</b> <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 8-10 marks</b> <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 11-14 marks</b> <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p><b>Mid Level 2: 15-18 marks</b> <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 19-22 marks</b> <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>



3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p><b>Low Level 3: 23-25 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>Mid Level 3: 26-29 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p><b>High Level 3: 30-32 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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## INDICATIVE CONTENT FOR PART (d)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### QUESTION: 1(d)

## How useful are Sources A, E and F in understanding reform and protest in Wales and England, 1830-1848?

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. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with reform and protest in Wales and England 1830-1848. Some of the issues to consider may include:

- the selected sources A, E and F do provide coverage of the polluted water system, on the Factory laws and the Reform Act crisis 1830-1832
- evidence is derived from a utilitarian economist who is sceptical about reports of poor factory conditions, a noted political reformer and campaigner and a radical cartoonist with a definite agenda to poke fun at the authorities. The strengths and weakness of these different sources of evidence should be outlined
- McCulloch thinks that reports of abuses are exaggerated whereas Attwood's passion for reform is evidence in his speech to a huge and enthusiastic crowd. The cartoonist is actually well informed about the local water company and the threat from cholera which adds to its value.
- the contexts to be discussed in the selected sources are those of parliamentary reform; the campaign for factory reform and the legislative struggle in parliament; and the appalling state of public health in the cities
- the context of the causes of parliamentary reform and its effect, most aspects of popular protest after 1832 and some aspects of social reform such as poor law and education is not covered
- there should be some discussion of the wider range of sources that could be of use in understanding Reform and Protest 1830-1848. issue during this period

## QUESTION: 2(d)

### **How useful are Sources C, E and F in understanding reform and protest in Wales and England, 1830-1848?**

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. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with reform and protest in Wales and England 1830-1848. Some of the issues to consider may include:

- the selected sources are useful in finding out about education provision, the Chartist movement and the Reform Act crisis.
- Source C is an avowedly left wing viewpoint in terms of the speaker and the publication. Source E is an official report on public health with an agenda to justify. Source F is a revealing source about the supporters of reform, their slogans and motives; it is anonymous so we do not know anything about the artist and his perspective. It is clearly sympathetic and the title refers to patriotism. The inn sign show that the reformers were not that radical in their demands.
- the contexts of the selected sources are the reasons for extending educational provision, the impact of the Chartist movement and the highly charged atmosphere of the reform agitation
- credit answers which point out that the opposition to the passing of the Public Health Act of 1848 mostly grew in the early 1850s which might cast doubt on the utility of Source E for this particular enquiry.
- there are many aspects that are not covered in the selected sources such as the wider context of the Reform Act 1832 and other aspects of popular protest such as Merthyr and rural protest.
- there will be discussion of the wider range of sources that could be of use in understanding reform and protest 1830-1848.