



**GCE MARK SCHEME (LEGACY)**

**SUMMER 2016**

**HISTORY - UNIT HY4  
PERIOD STUDY 3**

**ASPECTS OF THE HISTORY OF WALES AND  
ENGLAND c. 1780-1886**

**1234/03**

## **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**  
**HY4**  
**PERIOD STUDY 3**  
**ASPECTS OF THE HISTORY OF WALES AND ENGLAND**  
**c. 1780-1886**  
**SECTION A**

**Distribution of marks within each level for each question, explaining the weighting for each assessment objective.**

	<b>AO1a</b>	<b>AO1b</b>	<b>Total</b>
<b>Level 1</b>	1 mark	1-3 marks	4
<b>Level 2</b>	2-3 marks	4-11 marks	14
<b>Level 3</b>	4-6 marks	12-16 marks	22
<b>Level 4</b>	7-10 marks	17-22 marks	32
<b>Level 5</b>	11-12 marks	23-28 marks	40

**Marking guidance**

**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 is determined by the quality of written communication as described in the level descriptor in which the answer has been placed. Examiners should place the response at the appropriate sub-level. If the quality of the written communication descriptor is warranted, then the highest mark within that sub-level should be awarded.

## ASSESSMENT GRID FOR SECTION A ESSAYS

Target: AO1

Total mark: 40

Focus: *Recall, selection and deployment of appropriate historical knowledge; demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements about key concepts*

<b>Level 1</b>
<p>Generally at this level, the candidate's response will be brief and / or irrelevant to the question set. They may recall some historical knowledge and they will show some accuracy in spelling, punctuation and grammar</p> <p><b>Award 0 for incorrect or incomplete answers.</b></p>

<b>Level 1</b>	<b>Assessment Objective 1(a)</b>	<b>Assessment Objective 1(b)</b>
	<b>(1 mark)</b>	<b>(1-3 marks)</b>
	<p>The candidate is able to recall some historical knowledge and there is some accuracy in spelling, punctuation and grammar.</p>	<p><b>Low Level 1: 1 mark</b></p> <p>The answer will be limited to generalised comments on the topic with little understanding of the concept set in the question and is generally irrelevant.</p> <p><b>High Level 1: 2 -3 marks</b></p> <p>The answer will be limited to some comments on the topic with little understanding of the concept set in the question.</p>

## Level 2

Generally at this level, candidates will show evidence of understanding in their explanation of the key concept set in the question. They will show evidence of understanding through limited analysis and explanation. They will offer some judgement about the key concepts. They will be able to recall, select and deploy some relevant historical knowledge appropriately. The candidates will convey meaning with some clarity and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar.

Level 2	Assessment Objective 1(a)	Assessment Objective 1(b)
	(2-3 marks)	(4-11 marks)
	<p><b>Low Level 2: 2 marks</b></p> <p>The candidate is able to recall, select and deploy some general knowledge of the period with some appropriate vocabulary, spelling, punctuation and grammar.</p> <p><b>High Level 2: 3 marks</b></p> <p>The candidate is able to recall, select and deploy general knowledge of the key issues in the period set with mostly appropriate vocabulary, spelling, punctuation and grammar.</p>	<p><b>Low Level 2: 4-7 marks</b></p> <p>The answer will begin to show some evidence of limited understanding and explanation of factors. It will offer some comments about the relationships between the key issues and features of the historical period. The answer will be generally focussed on the topic area and has some basic explanation of something in the question; these answers may well be a narrative account with little attempt to provide a judgement on the question set.</p> <p><b>High Level 2: 8-11 marks</b></p> <p>The answer will begin to focus on the set question and will show some limited analysis and explanation of the concept set in the question. It will offer some judgement about the relationship between the key historical features and characteristics in relation to the question set. The answer will be relevant and valid but with a weak or sketchy focus on the key concept in the question; a largely topic based response with little specific judgement offered on the question set.</p>

## Level 3

Generally at this level, candidates will show evidence of understanding through analysis and explanation. They will reach a judgement about the key concepts supported by the arguments they deploy. Candidates will recall, select and deploy relevant historical knowledge and will convey meaning clearly and with appropriate vocabulary, organisation and spelling, punctuation and grammar.

Level 3	Assessment Objective 1(a)	Assessment Objective 1(b)
	(4-6 marks)	(12-16 marks)
	<p><b>Low Level 3: 4 marks</b></p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with some appropriate vocabulary, spelling, punctuation and grammar.</p> <p><b>Mid Level 3: 5 marks</b></p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar.</p>	<p><b>Low Level 3: 12 marks</b></p> <p>The answer has some focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well be a largely narrative account but with some attempt to provide a judgement on the question set. The judgement, though present at some point in the response, tends not to be supported by the argument being made though it may well have factual support.</p> <p><b>Mid Level 3: 13-14 marks</b></p> <p>The answer has an appropriate focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a judgement on the question set. The judgement, though present at some point in the response, tends to be partially supported by the argument being made in the response. The responses may follow a listing approach but there will be some focus and judgement on the key concept in the question set.</p>

	<p><b>High Level 3: 6 marks</b></p> <p>The candidate is able to recall, select and deploy generally relevant historical knowledge and the response will be clearly expressed with appropriate language and structure and appropriate spelling, punctuation and grammar.</p>	<p><b>High Level 3: 15-16 marks</b></p> <p>The answer has a clear focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and broadly balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a broadly balanced judgement on the question set. The judgement, though present at some point in the response, is generally supported by the argument being made in the response. These responses may well discuss the key issue in the question set when coming to a judgement by considering factors for and against, often as two half essays.</p>
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## Level 4

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and mostly sustained judgement about the key concepts. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently with appropriate spelling, punctuation and grammar.

Level 4	Assessment Objective 1(a)	Assessment Objective 1(b)
	(7-10 marks)	(17-22 marks)
	<p><b>Low Level 4: 7 marks</b></p> <p>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</p> <p><b>Mid Level 4: 8 marks</b></p> <p>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer communicates clearly with appropriate language and structure and appropriate spelling, punctuation and grammar.</p>	<p><b>Low Level 4: 17-18 marks</b></p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and meaningful discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated judgement on the question set so that the judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated judgement regarding the key concepts though there may be some lack of focus in sustaining the judgement.</p> <p><b>Mid Level 4: 19-20 marks</b></p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated and sustained judgement regarding the key concepts.</p>



	<p><b>High Level 4: 9-10 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge; the answer communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</p>	<p><b>High Level 4: 21-22 marks</b></p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of a thorough understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated, supported and sustained judgement regarding the key concepts.</p>
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## Level 5

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and fully sustained judgement about the key concepts. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently using appropriate language and structure, and using spelling, punctuation and grammar with a high degree of accuracy

Level 5	Assessment Objective 1(a)	Assessment Objective 1(b)
	(11-12 marks)	(23-28 marks)
	<p><b>Low Level 5: 11 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge. Answers will be fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure.</p> <p><b>High Level 5: 12 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge is recalled, selected and deployed. Answers will be lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</p>	<p><b>Low Level 5: 23-25 marks</b></p> <p>The answer has throughout a specific focus on discussing the key concepts in the question set. The answer will include supporting arguments covering most of the period set in the question. Understanding is further shown through well focussed analysis and evaluation of the key features and characteristics of the historical period which leads to a substantiated, sustained and integrated judgement regarding the key concepts such as causation, consequence, continuity, change and significance.</p> <p><b>High Level 5: 26-28 marks</b></p> <p>The answer sustains a specific focus on discussing the key concepts in the question set. The answer will include supporting arguments covering the whole of the period set in the question. Understanding is further shown through well focussed analysis and evaluation of the key features and characteristics of the historical period which leads to a substantiated, sustained and integrated judgement regarding the key concepts such as causation, consequence, continuity, change and significance.</p>

## INDICATIVE CONTENT FOR SECTION A QUESTION 1

*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.*

### **‘The Tamworth Manifesto was the most significant influence upon the fortunes of the Conservative party in the period 1834-1880.’ Discuss.**

Candidates are expected to consider and debate, over and written the given period, the full range of issues that affected the key concept in the question - in this case, the most influences on the fortunes of the Conservative party in the period 1834-1880. 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.

Candidates will offer an analysis and evaluation of whether the Tamworth Manifesto was the most significant influence upon the fortunes of the Conservative party in this period. In order to reach a substantiated judgement about the Tamworth Manifesto and the fortunes of the Conservative party, candidates should discuss and debate a range of issues such as:

- the Tamworth Manifesto was Peel's attempt to respond to the era of reform and to make Conservatism more attractive to the new voting classes
- its success can be weighed against organisational changes and the demise of the Whigs by 1841 as factors in victory in that year's election
- Peel's ministries of 1841-1846 are seen as amongst the greatest of the century in their financial, economic and social reforms but his failure to carry his backbenchers on the crucial issues of free trade and the repeal of the Corn Laws shattered the party for 20 years
- Disraeli's role in the demolition of Peel – to what extent was this political opportunism? Or was it Peel's lack of vision and alleged political inconsistency that provided a legitimate target?
- the destruction of Tory unity cast the party into the wilderness for 20 years.
- Disraeli's cynicism in pursuing parliamentary reform in 1867 is well documented but his dazzling parliamentary performances, in close touch with backbenchers, were the antithesis of Peel and were a tonic for the party
- Disraeli's revival after 1872 transformed not only his chances but also those of his party which could now be seen as a national party and a viable alternative government
- many historians see Disraeli as a disaster electorally, winning only one election outright and misjudging 1857, 1868 and 1880 completely
- it could be argued that Disraeli's strength was presentation, ideas and rhetoric not specific policies and legislation but his achievements are a crucial part of the analysis in weighing up the impact of the "new conservatism" in the Tamworth manifesto on Conservative fortunes.

## INDICATIVE CONTENT FOR SECTION A QUESTION 2

*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.*

### **To what extent was Gladstone less successful in dealing with the problems he faced in his second ministry (1880-1885) than in his first (1868-1874)?**

Candidates are expected to consider and debate, within the given period, the full range of issues that affected the key concept in the question - in this case, the extent of Gladstone's success in dealing with the problems of his first two ministries. 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.

Candidates will offer an analysis and evaluation of the view that Gladstone was less successful in dealing with the problems of his second ministry than those of his first. In order to reach a substantiated judgement about whether Gladstone was less successful in dealing with the problems of his second ministry than those of his first, candidates should discuss and debate a range of issues such as:

- Gladstone's first ministry saw meritocratic reform in the civil service and army, the reform of the court system, trade unions, universities and schools. The first ministry has the reputation of being one of the major reforming ministries of the nineteenth century
- it should also be pointed out that the reforms were divisive especially those in education and licensing
- the Irish question has to loom large in any assessment of Gladstone's achievements in both ministries. The issue of church and land reform in the first ministry was an attempt to pacify Ireland. The second saw him mired in dealing with widespread agitation and the failure of land reform confirming his growing belief that Home Rule was the solution
- keeping the Liberal party united and achieving electoral victories were major successes. The nature of the Liberal party as an uneasy coalition of Whigs, Peelites and Radicals formed in 1859 as a response to the issue of Italian nationalism was always going to be a struggle. Gladstone's moral appeal transcended party divisions most powerfully in the late 1870s with the assault on 'Beaconsfieldism' but it was always there. The 'People's William' was a formidable electoral asset as shown in 1868, 1880 and 1886
- the domestic record of the second ministry is sometimes overshadowed by the programme of 1868-1874 but there were several significant reforms to consider: the Married Women's Property Act 1882, the Corrupt Practices Act 1883 and the Reform Acts of 1884 and 1885
- Gladstone's record in dealing with Chamberlain and the radicals in the second ministry was not sure-footed and may have contributed to Chamberlain's defection in 1886
- Gladstone's first ministry had a reputation for compromise and conciliation e.g. the Black Sea clauses, the Alabama compensation and neutrality during the Franco-Prussian war. This led to perhaps unfair comparisons with Palmerston's record of patriotism and belligerence in pursuing the national interest
- the involvement in Egypt and Sudan in the second ministry laid Gladstone open to charges of inconsistency and incompetence in foreign and imperial policy although he was firm with Russia on the Penjdeh incident in 1885.

## SECTION B

Distribution of marks within each level for each question, explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1 mark	1-3 marks	4
Level 2	2-3 marks	4-11 marks	14
Level 3	4-6 marks	12-16 marks	22
Level 4	7-10 marks	17-22 marks	32
Level 5	11-12 marks	23-28 marks	40

### Marking guidance

#### 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 is determined by the quality of written communication as described in the level descriptor in which the answer has been placed. Examiners should place the response at the appropriate sub-level. If the quality of the written communication descriptor is warranted, then the highest mark within that sub-level should be awarded.

## ASSESSMENT GRID FOR SECTION B ESSAYS

Target: AO1

Total mark: 40

**Focus:** *Recall, selection and deployment of appropriate historical knowledge; demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements about the relationships between key features and characteristics of the period studied*

### Level 1

Generally for this level, the candidate's response will be brief and / or irrelevant to the question set. They may recall some historical knowledge and they will show some accuracy in spelling, punctuation and grammar

**Award 0 for incorrect or incomplete answers.**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
	(1 mark)	(1-3 marks)
	The candidate is able to recall some historical knowledge and there is some accuracy in spelling, punctuation and grammar.	<p><b>Low Level 1: 1 mark</b></p> <p>The answer will be limited to generalised comments on the topic with little understanding of the concept set in the question and is generally irrelevant.</p> <p><b>High Level 1: 2 -3 marks</b></p> <p>The answer will be limited to some comments on the topic with little understanding of the concept set in the question.</p>

## Level 2

Generally for this level, candidates will show appropriate evidence of understanding in their explanation of the key concept set in the question. They will show evidence of understanding through limited analysis and explanation. There will be some attempt at an historical overview. They will offer some judgement about the key concepts. They will be able to recall, select and deploy some relevant historical knowledge appropriately. The candidates will convey meaning with some clarity and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar.

Level 2	Assessment Objective 1(a)	Assessment Objective 1(b)
	(2-3 marks)	(4-11 marks)
	<p><b>Low Level 2: 2 marks</b></p> <p>The candidate is able to recall, select and deploy some general knowledge of the period with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</p> <p><b>High Level 2: 3 marks</b></p> <p>The candidate is able to recall, select and deploy general knowledge of the key issues in the period set with some appropriate vocabulary, spelling, punctuation and grammar.</p>	<p><b>Low Level 2: 4-7 marks</b></p> <p>The answer will begin to show some evidence of limited analysis and explanation of factors. It will offer some judgement about the relationships between the key issues and features of some of the historical period. The answer will be generally focussed on the topic area and has some basic explanation of something in the question; the answer may well be a narrative account with little attempt to provide a judgement on the question set.</p> <p><b>High Level 2: 8-11 marks</b></p> <p>The answer will begin to focus on the set question and will show some limited analysis and explanation of the concept set in the question. It will offer some judgement about the relationship between the key features and characteristics of some of the historical period. There will be some attempt at an historical overview. The answer will be relevant and valid but with a weak or sketchy focus on the key concept in the question; a largely topic based response with little specific judgement offered on the question set.</p>

## Level 3

Generally at this level, candidates will show appropriate evidence of understanding through analysis and explanation. There will be some attempt at an historical overview. There will be some attempt to make historical connections and show an appreciation of change and continuity over time. They will reach a judgement about the key concepts supported by the arguments they deploy. They will reach a judgement about the relationships between the key features and characteristics of the period studied. Candidates will recall, select and deploy relevant historical knowledge and will convey meaning clearly and with appropriate vocabulary, organisation and spelling, punctuation and grammar.

Level 3	Assessment Objective 1(a)	Assessment Objective 1(b)
	(4-6 marks)	(12-16 marks)
	<p><b>Low Level 3: 4 marks</b></p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with some appropriate vocabulary, spelling, punctuation and grammar.</p> <p><b>Mid Level 3: 5 marks</b></p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar.</p>	<p><b>Low Level 3: 12 marks</b></p> <p>The answer has some focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer some valid discussion, covering some or most of the period set, about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. There will be an attempt at an historical overview. The answer may well be a largely narrative account but there will be some attempt to provide supporting arguments for the judgement made.</p> <p><b>Mid Level 3: 13-14 marks</b></p> <p>The answer has an appropriate focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid discussion and judgement, covering some or most of the period set, about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. There will be an attempt at an historical overview. The answer may well be a largely narrative account but there will be some attempt to provide supporting arguments for the judgement made.</p>



	<p><b>High Level 3: 6 marks</b></p> <p>The candidate is able to recall, select and deploy generally relevant historical knowledge and the response will be clearly expressed with appropriate language and structure and appropriate spelling, punctuation and grammar.</p>	<p><b>High Level 3: 15-16 marks</b></p> <p>The answer is focussed on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and broadly balanced discussion covering some or most of the period set, about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. There will be a clear attempt at an historical overview. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a broadly balanced judgement on the question set.</p>
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## Level 4

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and mostly sustained judgement about the relationships between the key features and characteristics of the period studied. There will be a mostly sustained attempt at an historical overview. There will be a mostly sustained focus to make historical connections and show an appreciation of the complexities of change and continuity, drawing together developments from across the period study and from across a range of different perspectives. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently using appropriate language, structure, spelling, punctuation and grammar with a high degree of accuracy.

Level 4	Assessment Objective 1(a)	Assessment Objective 1(b)
	(7-10 marks)  <b>Low Level 4: 7 marks</b>  The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.	(17-22 marks)  <b>Low Level 4: 17-18 marks</b>  The answer has a clear focus on the key concept in the question set, drawing together some developments from across the period study and from across a range of different perspectives, and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and meaningful discussion covering most of the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated judgement on the question set so that the judgement is substantially supported by the arguments being made in the response.
	<b>Mid Level 4: 8 marks</b>  The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer communicates clearly with appropriate language and structure and appropriate spelling, punctuation and grammar.	<b>Mid Level 4: 19-20 marks</b>  The answer has a focus on the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives, and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion covering most or all of the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response.

	<p><b>High Level 4: 9-10 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge; the answer communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</p>	<p><b>High Level 4: 21-22 marks</b></p> <p>These responses will reach a mostly substantiated, supported and sustained judgement regarding the key concepts. The answer has a focus on the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives and is able to show evidence of a thorough understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion covering most or all of the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a mostly substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response.</p>
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## Level 5

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and fully sustained judgement about the relationships between the key features and characteristics of the period studied. Candidates will use an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate. There will be a fully sustained focus on providing an historical overview, to make historical connections and show an appreciation of the complexities of change and continuity throughout the full period set. Candidates will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and lucidly using appropriate language, structure, spelling, punctuation and grammar with a high degree of accuracy.

Level 5	Assessment Objective 1(a)	Assessment Objective 1(b)
	(11-12 marks)	(23-28 marks)
	<p><b>Low Level 5: 11 marks</b> The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge. Answers will be fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure.</p> <p><b>High Level 5: 12 marks</b> The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge is recalled, selected and deployed. Answers will be lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</p>	<p><b>Low Level 5: 23-25 marks</b> The answer has throughout a specific focus on discussing the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives. Understanding is shown through well focussed analysis and evaluation of the key concepts, such as causation, consequence, continuity, change and significance, which leads to a substantiated and sustained judgement regarding the set question. The answer will include supporting arguments covering change and continuity and other key characteristics and concepts to reach a substantiated and sustained judgement covering most of the period set.</p> <p><b>High Level 5: 26-28 marks</b> The answer has throughout a specific focus on discussing the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives. Understanding is shown through well focussed analysis and evaluation of the key concepts such as causation, consequence, continuity, change and significance, which leads to a substantiated and sustained judgement regarding the set question. The answer will include supporting arguments covering change and continuity and other key characteristics and concepts within the period set to reach a highly substantiated and sustained judgement. The response offers a meaningful discussion of the key issue in the question and comes to a balanced judgement that is sustained and integrated; fully focussed on the key issue in the question and covering the full period set.</p>

## INDICATIVE CONTENT FOR SECTION B QUESTION 1

*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.*

### **'The idea of self-help proved the most formidable obstacle to social reform in the period 1780-1886.' Discuss the validity of this statement.**

Candidates are expected to analyse, evaluate and explain over and within the given period, the interconnections and relationship between the full range of issues that affected the key concept in the question - in this case the obstacles to social reform. This will include a range of historical perspectives and key concepts such as causation, consequence, continuity, change and significance as appropriate.

Candidates will analyse and evaluate the idea of self-help in the context of other obstacles to social reform in the period 1780-1886. In order to reach a substantiated judgement about the obstacles to social reform in the period 1780-1886, candidates may consider and debate a range of issues such as:

- the significance of the impact of the idea of self-help on social reform
- the entrenched opposition of vested interests and those who supported individualism against state intervention
- the conflict between free enterprise and state control reflected in the uneasy compromise over the 1848 Public Health Act 1848
- the professionalisation of government in the 1830s and 1840s
- opposition to the utilitarian efficiency of Chadwick and Benthamite ideas
- the huge pressures from an industrializing society
- political considerations and opposition to reform
- reaction to the humanitarianism of Oastler and Shaftesbury over working conditions
- reaction to reports such as the Health of Towns' Commission
- opposition to the role of religion in factory and educational reform

## INDICATIVE CONTENT FOR SECTION B QUESTION 2

*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.*

### **'Parliamentary reform in the period 1786-1886 had more to do with political self-interest than with democracy.' How far do you agree with this judgement on parliamentary reform?**

Candidates are expected to analyse, evaluate and explain over and within the given period, the interconnections and relationship between the full range of issues that affected the key concept in the question - in this case the motives behind Parliamentary reform. This will include a range of historical perspective and key concept such as causation, consequence, continuity, change and significance as appropriate.

Candidates will analyse and evaluate the importance of political self-interest and democracy in the context of other factors that led to Parliamentary reform in this period. In order to reach a substantiated judgement about the factors responsible for Parliamentary reform in this period, candidates may consider and debate issues such as:

- the motivation behind the 1832, 1867, 1884 and 1885 Acts
- the Ballot Act 1872 and the Corrupt and Illegal Practices Act 1883
- an assessment of Whig motivation in 1830-1832 and the fears aroused by popular protest and Chartism
- the revival of radicalism and political considerations greatly influenced the 1867 Act.
- the 1884/1885 Acts can be seen as a compromise between Liberals and Conservatives to ensure the pre-eminence of a property qualification and the exclusion of the poor and females.
- the culmination of the reform campaign in 1832 and the importance of external pressure
- the revival of radicalism in the 1860s and the importance of political considerations
- the long standing interest in parliamentary reform since the 1780s and its connection with radicalism
- the case for limited reform in the 1830s to avoid revolution
- the link between the revival of radicalism and male suffrage in the 1860s
- the pre-eminence of the property qualification
- the reasons for political motivation after 1865.