



GCE MARK SCHEME (LEGACY)

SUMMER 2016

**HISTORY - UNIT HY4
DEPTH STUDY 3
REFORM AND PROTEST IN WALES AND ENGLAND
c. 1830-1848**

1234/15

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

DEPTH STUDY 3

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

SECTION A

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 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

Level 1
<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>Award 0 for incorrect or incomplete answers.</p>

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
	(1 mark)	(1-3 marks)
	<p>The candidate is able to recall some historical knowledge and there is some accuracy in spelling, punctuation and grammar.</p>	<p>Low Level 1: 1 mark</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>High Level 1: 2 -3 marks</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>Low Level 2: 2 marks</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>High Level 2: 3 marks</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>Low Level 2: 4-7 marks</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>High Level 2: 8-11 marks</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>Low Level 3: 4 marks</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>Mid Level 3: 5 marks</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>Low Level 3: 12 marks</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>Mid Level 3: 13-14 marks</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>High Level 3: 6 marks</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>High Level 3: 15-16 marks</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>Low Level 4: 7 marks</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>Mid Level 4: 8 marks</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>Low Level 4: 17-18 marks</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>Mid Level 4: 19-20 marks</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>High Level 4: 9-10 marks</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>High Level 4: 21-22 marks</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>Low Level 5: 11 marks</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>High Level 5: 12 marks</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>Low Level 5: 23-25 marks</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>High Level 5: 26-28 marks</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 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.

To what extent did Sir Robert Peel transform the ideas and policies of the Conservative party in the period 1834-1846?

Candidates are expected to consider and debate, over and within the given period, the full range of issues that affected the key concept in the question – in this case, the extent of Sir Robert Peel's attempts to transform the ideas and policies of the Conservative party. 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 associate with the issue in the question.

Candidates will offer an analysis and evaluation of Sir Robert Peel's attempts to transform the ideas and policies of the Conservative party in this period. In order to reach a substantiated judgement about Sir Robert Peel's attempts to transform the ideas and policies of the Conservative party, candidates should discuss and debate a range of issues such as:

- Peel's Tamworth Manifesto as a classic conservative response to reform: cautious reform of abuses and a pitch for the new middle class vote.
- his rebuilding of the party's reorganization and his handling of the 1834 and 1839 crises
- the 1841 election success
- the massive success of the 1841-6 ministry as one of the greatest of the nineteenth century which featured extensive financial, economic and social reform
- however Peel's response to factory reform and sugar duties were early signs that he found it difficult to respond to his backbenchers' concerns.
- the debate of the repeal on the Corn Laws
- Peel's growing division from his backbenchers on issues to do with free trade and the Church (Maynooth Grant) in the 1840s with the repeal of the Corn Laws being the main issue
- Peel's problems with his party were a product of his coldness, intellectual arrogance and failure to appreciate the concerns of the rural aristocracy which grated on the less bright backbenchers who needed reassurance on the issues of the land and the church.
- Peel could give neither reassurance given his record with Catholic Emancipation and his support for free trade policies which set him on a collision course with his protectionist backbenchers
- in the end the Conservative party was bitterly divided and out of power for the next 20 years because of Peel's decision to repeal the Corn Laws
- the extent of the transformation is therefore up for debate particularly as many of his acolytes jumped ship to the Liberals, most famously Gladstone

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.

"The harsh economic conditions of south and west Wales were mainly responsible for the Rebecca riots." Discuss.

Candidates are expected to consider and debate, over and within the given period, the full range of issues that affected the key concept in the question – in this case, the reasons for the Rebecca Riots. 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 associate with the issue in the question.

Candidates will offer an analysis and evaluation of whether the Rebecca Riots were mainly caused by harsh economic conditions in south and west Wales. In order to reach a substantiated judgement about whether the Rebecca Riots were mainly caused by harsh economic conditions in south and west Wales, candidates should discuss a range of issues such as:

- the anger stirred up by the tollgate issue
- the extent of poverty at a time of economic hardship and depression
- there was however more to Rebecca than tollgates and poor social and economic conditions, for example, other factors including, tithes, workhouses and poor relations between landlords and tenants
- the riots thoroughly alarmed the government of the day.
- the lasting legacy of Rebecca in the history of Wales showing that the causes were profound and long-lasting
- a Royal Commission was set up in 1843 to enquire into the causes of the riots
- Government action came thick and fast in the aftermath of the report with the 1844 Turnpike Act, the 1845 General Inclosure Act and a new Poor Law Board - to humanize the hated poor laws which suggests that the government thought there were major issues involved in the outbreak that were associated largely with harsh economic conditions.