



GCE MARK SCHEME (LEGACY)

SUMMER 2016

**HISTORY - UNIT HY1
PERIOD STUDY 3**

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

1231/03

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 HY1
PERIOD STUDY 3
ASPECTS OF THE HISTORY OF WALES AND ENGLAND c. 1780-1886

Part (a)

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

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	7-8 marks	11-16 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, 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, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

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 limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; 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 show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; 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 accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(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.

Explain why the government passed the Catholic Emancipation Act of 1829.

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Catholic Emancipation Act of 1829 was passed. Some of the issues to consider may include:

- O'Connell and the Catholic Association campaign
- repeal of the Test and Corporation Act
- the County Clare election 1828
- threat of civil war in Ireland
- Wellington's and Peel's motivation
- avoidance of the breakdown in law and order in Ireland set against backbench sense of betrayal

INDICATIVE CONTENT FOR QUESTION 2(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.

Explain why there was unrest in rural west Wales in this period.

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why there was unrest in rural west Wales in this period. Some of the issues to consider may include:

- poverty in south and west Wales
- impact of economic depression
- poor relationships between landlords and tenants
- tensions over the implementation of the new poor law
- disputes about tolls
- grievances about tithes

INDICATIVE CONTENT FOR QUESTION 3(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.

Explain why the Poor Law Amendment Act of 1834 was passed by Parliament.

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Poor Law Amendment Act of 1834 was passed by Parliament. Some of the issues to consider may include:

- influence of utilitarian philosophy
- cost of the Speenhamland system
- the Swing riots 1830-1831 in areas of high rates leading to fear of rural disorder
- evidence to the Royal Commission and the motivation of Chadwick and Nassau Senior
- reduction of the poor rates
- ideas behind less eligibility

INDICATIVE CONTENT FOR QUESTION 4(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.

Explain why Britain opposed the Congress System.

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why Britain opposed the Congress System. Some of the issues to consider may include:

- idea of the balance of power and the Quadruple Alliance of 1815
- idea of regular meetings of the powers
- Alexander I's proposal to intervene at Aix-La-Chapelle Congress
- Castlereagh opposed intervention in Spain and Portugal
- the State Paper of 1820 and refusal to sign Troppau protocol
- failure to attend Laibach Congress
- Greek revolt: differences with Russia in 1821 were the last straw

Part (b)

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

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	9-12 marks	17-24 marks	36

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 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 examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(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.

To what extent was the unreformed electoral system the most important influence upon parliamentary reform and politics in the period 1780-1832?

Candidates are expected to reach a substantiated and supported judgement about whether the unreformed electoral system was the most important influence upon parliamentary reform and politics 1780-1832.

The influence of the unreformed electoral system should be analysed and evaluated in relation to issues such as:

- the concept of “Old Corruption”
- rotten boroughs
- under representation of industrial areas
- under representation of the middle classes
- lack of voting uniformity
- bribery and corruption at elections.

The influence of the unreformed electoral system should be evaluated against other significant influences on parliamentary reform and policies in this period. Some of the issues to discuss may include:

- the early parliamentary reform movement and the Younger Pitt
- the responses of Lord Liverpool’s government to the radical challenge
- growth of popular radicalism
- the impact of Catholic Emancipation and the election of 1830
- the split in the Tory party and the Whig mandate for reform
- the radical campaign renewed after 1828
- the Reform Act Crisis 1830-1832.

INDICATIVE CONTENT FOR QUESTION 2(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.

To what extent was the Anti-Corn Law League the most significant popular protest in the period 1815-1848?

Candidates are expected to reach a substantiated and supported judgement about whether the Anti-Corn Law League was the most significant popular protest in the period 1815-1848.

The significance of the Anti-Corn Law League should be analysed and evaluated in relation to issues such as:

- the arguments about free trade and laissez-faire
- the support of northern manufacturers
- the influence of Cobden and Bright in Parliament and on public opinion
- the propaganda of the League and its effects
- fund raising and its impact
- tactics and the single issue focus
- the purchase of county seats in 1845
- the impact upon Sir Robert Peel by 1845-1846
- the achievement of its aim

The significance of the Anti-Corn Law League should be evaluated against other significant examples of popular protest in the period 1815-1848. Some of the issues to discuss may include:

- the Merthyr rising and its impact
- radicalism and the campaign for parliamentary reform
- the growth of the trade union movement
- the Chartist movement
- the Rebecca Riots and the Swing Riots
- the Anti-Poor Law Movement.

INDICATIVE CONTENT FOR QUESTION 3(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.

To what extent was public health reform the most significant development in social reform in the period 1815-1848?

Candidates are expected to reach a substantiated and supported judgement about whether public health reform was the most significant development in social reform in the period 1815-1848.

The significance of public health reform should be analysed and evaluated in relation to issues such as:

- the growing importance of investigation and reporting e.g. Kay-Shuttleworth in Manchester
- early legislation: the Water Act 1832 and Registration of Births , Marriages and Deaths 1837
- Improvement Boards and Local Improvement Acts
- impact of Chadwick's Report on Sanitary Conditions 1842
- the Royal Commission on the Health of Towns
- the Public Health Act 1848 and its implementation

The significance of public health reform should be evaluated against other significant developments in social reform in this period. Some of the issues to discuss may include:

- the influence of humanitarians and religion
- Liberal Tory reforms 1822-1830
- the Utilitarians
- government investigations including other royal commissions and reports to Parliament
- the influence of campaigns, individuals and pressure groups
- reform of working conditions in the factories and mines 1830-1848
- general concerns about conditions in the industrial towns.

INDICATIVE CONTENT FOR QUESTION 4(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.

How far were Britain's relations with France the most important influence upon British foreign policy in the period 1793-1841?

Candidates are expected to reach a substantiated and supported judgement about whether Britain's relations with France were the most important influence on British foreign policy 1793-1841.

The influence of Britain's relations with France should be analysed and evaluated in relation to issues such as:

- the threat from Revolutionary France
- war with Revolutionary France and Napoleon's Empire 1793-1815
- improved relations 1815-1818 - the Quintuple Alliance
- disagreements over Spain and Portugal 1823
- the threat to Belgium after 1830

The influence of Britain's relations with France should be evaluated against other significant influences on British foreign policy in this period. Some of the issues to discuss may include:

- the Balance of Power
- the Congress of Vienna
- the Eastern Question
- trade and commercial interests
- strategic interests and the maintenance of British naval power
- liberal and nationalist movements in Europe
- opposition to the Atlantic slave trade