



GCSE MARKING SCHEME

SUMMER 2012

HISTORY - STUDY IN DEPTH

**POPULAR MOVEMENTS IN WALES AND ENGLAND,
1815-1848**

4277/01

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are questions 1(e) and either 2(d) or 3(d). There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
Level 3	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
Level 4	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

PAPER 4277/01 POPULAR MOVEMENTS IN WALES AND ENGLAND,
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MARKING SCHEME

SECTION A

Question 1 (a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about Chartism?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.
Award two marks for two relevant selections from the source.

The following can be credited:

They carried a petition to Parliament.

Source A shows that the Chartists were peaceful and orderly.

They seemed to have support from bystanders.

Question 1 (b)

Target:	Understanding source material; recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
4	2		2

Question: **Use the information in Source B and your own knowledge to explain why there was a rising in Merthyr Tydfil in 1831.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer uses content of source only. [1/2]

Eg: There had been a 3-year depression in the iron industry from 1829. Many workers lost their jobs and their families got into debt.

LEVEL 2 Development of the content with an attempt to provide some explanation. Needs explanation and background knowledge/context for highest mark. [3/4]

Eg: The iron industry was the main employer in Merthyr Tydfil. When there was a 3-year depression in the iron industry, iron masters like Crawshay either sacked their workers or reduced their pay. This made the people dissatisfied. They were then driven into debt and the Court of Requests, the debtors' court, was unsympathetic to them. Together with other grievances, like the truck system, workers in Merthyr Tydfil were driven to rise up in protest.

Question 1 (c)

Target:	Analysis and evaluation of source material; teaching supported judgements		
Mark allocation:	AO1	AO2	AO3
5		1	4

Question: **How far does Source C support the view that the government was alarmed by the Merthyr Rising in 1831?** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; weak reference to content of source only.** [1/2]

Eg: It tells us that the rising caused considerable shock to the British Government. They were alarmed.

LEVEL 2 **Discusses content of source with an attempt at a judgement on the extent of support for the view.** [3/4]

Eg: Source C tells us that the British Government was shocked by the Merthyr Rising and that the Home Secretary was alarmed to think that the trade unions may have been behind the Rising. The government was unsure of the exact causes of the Rising, but the source tells us that the government was alarmed enough to agree that swift and strong action was needed against the ringleaders.

LEVEL 3: **Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view.** [5]

Eg: The source does support the view that the government was alarmed by the Merthyr Rising. It shows that there was alarm about the growth of trade unionism. Source C, written by an historian, clearly supports the view that the government was alarmed because it tells us that ringleaders had been arrested and that swift and strong action was going to be taken against them. The government was not going to tolerate such violence.

Question 1 (d)

Target:	Critical analysis and evaluation of source material; deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
6	2	1	3

Question: **How useful is Source D to an historian studying the Chartist march on Newport?** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases content of source. [1/2]

Eg: Source D tells us that marchers were to meet together and proceed to Risca, before marching into Newport.

LEVEL 2 Considers usefulness of the source in terms of its content only.
OR
Deals with some aspects of content; refers to authorship. [3]

Eg: Source D is useful because it tells us that the marchers were organised and that they had plans to meet together before marching to Newport. It also tells an historian that the marchers were to attack the people in authority and to stop the mail coaches leaving Newport, as a sign to Chartists in the North of England that the Chartist Rising had started in south-east Wales. The source was a part of evidence from a Chartist rioter.

Deals with content of source well and begins to consider origin or purpose of source. [4]

Eg: Source D, written at the turn of 1839/1840, is a useful account from one of the rioters themselves. It is a useful first-hand account of what the Chartist rioters had planned on their march to Newport. However, one may wonder whether any pressure had been put on the Chartist rioter, William Davies, to 'fabricate' any of his evidence. A solicitor must have written down the evidence for Davies.

LEVEL 3: Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source. [5]

Gives a reasoned and balanced evaluation, considering utility in terms of issues such as content, origin and purpose of source. [6]

Eg: Source D, written very close to the time of the Chartist march to Newport, provides useful and insightful evidence of the organisation and of the aims of the Chartist march to Newport. It was written in order to provide evidence of for the trial of the Newport Chartists. As such, Source D should be very useful to an historian studying the Chartist march to Newport, but it should be used alongside other historical evidence – from the Chartist leaders themselves, or from the authorities, for example.

Question 1 (e)

Target:	Recognition and explanation of different historical interpretations; deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
8	2	2	4

Question: **Why do Sources E and F have different views about the Newport Rising?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; may contain irrelevancy.** [1/2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: Source E tells us that the Newport Rising should have been called an insurrection. Source F tells us that the Newport Rising was just a protest.

LEVEL 2 **Starts to explain the different views in terms of either their content or their authorship; limited development is seen.** [3/4]

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Source E is an extract from The Times newspaper. The newspaper was alarmed that such a rising could happen in Britain. Such things happened in France, for example, but not in Britain. The newspaper's reporters must have found it was a long-planned event, they were especially alarmed by it and decided to call it an 'insurrection', which was more serious and more threatening to government than a 'riot'. Source F says that the rising was not that serious.

LEVEL 3 **Explains the difference in the views with clear reference to both content and authorship.** [5/6]

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Source E was written within two days of the Chartist March to Newport, to inform people of what had happened and to alert people to the possibility of insurrection in Britain. It was written at a time when working people were beginning to rise up and this would have alarmed the readership of a newspaper like The Times. Source F was written from a more distant and unbiased point of view. The author here is an historian who is concerned with stating the facts about the reality of the Newport Rising. His view is that the 'affair' at Newport was not an attempt to seize the town and that violence went against the beliefs of the 'moral force' Chartists in S-E Wales, anyway.

LEVEL 4 **Developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; some routine elements still seen.** [7]

Balanced and developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; answer is sophisticated and integrated. [8]

The Level 4 descriptor for quality of written communication may be applied here.

Eg: The two sources provide interesting, and contrasting, views about the events at Newport. The author of Source E was definitely affected by the conditions in which he was writing and by his role in informing The Times readership. The author of Source F is an historian writing in 1984, from a more reasoned and distant perspective. Research will have been done on the evidence and a more balanced view will have been reached about the events at Newport, with the benefit of hindsight.

SECTION B

Question 2(a)

<i>Target:</i>	<i>Understanding of source material</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
2			2

Question: **What does this picture show you about events at St Peter's Fields?** **[2]**

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source
Award two marks for two relevant selections from the source

The following can be credited:

People protested.

The picture shows that Manchester Yeomanry soldiers attacked people at St Peter's Fields.

A speaker stood up on a public platform.

Question 2(b)

<i>Target:</i>	<i>Recall and deployment of knowledge; understanding of key historical features</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
5	3	2	

Question: **Describe the Spa Fields Riot in 1816.** **[5]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with a weak or implied point made.** **[1/2]**

Eg: A protest meeting was organised at Spa Fields in London. It got out of hand and was dispersed by troops.

LEVEL 2 **A more detailed description with up to two accurate points made.** **[3/4]**

Eg: The Radicals organised a mass meeting at Spa Fields in London. It was the first protest held by British workers. The meeting got out of hand and 200 of the protesters broke away from the meeting and marched on to the Tower of London.

LEVEL 3 **A fully developed description with three or more accurate points made.** **[5]**

Eg: As for Level 2 plus on the way, they broke into some gun shops. This 'mob' was stopped by an armed force raised by the Mayor of London. As a result, Habeas Corpus was suspended and 300 suspected Radicals were arrested and kept in prison.

Question 2(c) (i)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why working people supported the Radical movement after 1815.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1/2]

Eg: They wanted an improvement in their living and working conditions. They wanted political reform.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3/4]

Eg: Conditions in Britain after 1815 were bad. After the end of the French Wars, industry was in decline and thousands of soldiers had been demobilised, so there was large-scale unemployment. The Corn Laws of 1815 exacerbated working people's situation because the price of bread was kept artificially high. The Radical movement offered reform – both political and social – and this appealed to working people. By supporting the Radical movement, they felt that their conditions would improve.

Question 2(c) (ii)

Target:	Recall and deployment selection of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why 'Orator' Hunt was important in the Radical movement.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1/2]

Eg: He was a leader and a public speaker/orator.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3/4]

Eg: Henry Hunt was an outstanding orator. He spoke at the first Radical meeting after the end of the French Wars. This was the Spa Fields meeting in 1816, where he called for the vote for all adult men, lower taxes and the reform of parliament. These were the demands of the Radicals at the time. Hunt was the leading speaker at the St Peter's Field meeting in 1819, where he intended on getting the Radical views across to a large mass meeting, before the meeting was crushed by the soldiers. He also spoke strongly in favour of the repeal of the Corn Laws. He was important because he was the outstanding orator for the Radical movement.

Question 2(d)

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **Was the Radical movement of 1815-1822 a complete failure?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; simple response which offers little support;** [1/2]

The Level 1 descriptor for quality of written communication can be considered here.

Eg: The Radical movement was a complete failure; all of its protests failed.

LEVEL 2 **To distinguish between 3 and 5 marks apply the following framework:** [3/5]

For 3-4 marks: A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

For 5 marks: A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

The Level 2 descriptor for quality of written communication can be considered here

Eg: Answers will assert that the Radical movement generally failed. The Spa Fields Rising in 1816 and the March of the Blanketeers in 1817 were crushed by the government. The St Peter's Fields meeting in 1819 was dispersed by soldiers and eleven people were killed. The failure of this meeting was followed by most punishing legislation – the 'Six Acts'.

LEVEL 3 **To distinguish between 6 and 8 marks apply the following framework:** [6/8]

For 6-7 marks: A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

For 8 marks: A two-sided answer with good contextual support but lacking some detail or balance.

The Level 3 descriptor for quality of written communication can be considered here

Eg: Answers will begin to offer a judgement with good reasoning. The Radicals achieved a lot of success. For example, they had highlighted particular demands – parliamentary reform in particular – and they had introduced the idea of 'mass orators' like Henry Hunt. In these respects, the radical movement achieved some success, despite the Radical meetings being crushed by the authorities

LEVEL 4 **To distinguish between 9 and 10 marks apply the following framework:** **[9/10]**

For 9 marks: A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical detail.

For 10 marks: A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will clearly evaluate the issue in the question. Answers will discuss the extent of failure. Expect reference to failed aspects of the Radical movement, but also expect reference to the fact that there was some success. Government repression ensured that the mass meetings organised by the Chartists failed. The 'Six Acts' were passed in order to stamp out protest. However, the Radical movement had initiated the move to reform and many of their demands would be achieved in time. After 1822, the government began to introduce some measures of reform, as times became more settled. The Radical movement may have been successful in influencing this change in policy.

Question 3(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does this picture show you about the activities of the Swing rioters?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source
Award two marks for two relevant selections from the source

The following can be credited:

They burned hayricks.

The picture shows that the Swing rioters acted in groups.

They attacked at night.

Question 3(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe the role of William Cobbett in agricultural protest in the early nineteenth century.** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with a weak or implied point made.** [1/2]

Eg: He wrote books about the bad conditions in rural areas.

LEVEL 2 **A more detailed description with up to two accurate points made.** [3/4]

Eg: William Cobbett was a Radical leader who had written the Political Register in which he criticised the government and encouraged agricultural workers to protest. He also wrote Rural Rides, which was a survey of agricultural conditions at the time, showing how poor those conditions were.

LEVEL 3 **A fully developed description with three or more accurate points made.** [5]

Eg: As for Level 2 plus Rural Rides appeared in 1830, the year that the Swing Riots started, which implied to many that Cobbett was responsible for starting the Riots. He was in fact put on trial for causing the riots but was acquitted. This may have made him a sort of 'folk hero' and, as the son of a small farmer, he was regarded as a champion of the poor.

Question 3(c) (i)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why turnpike trusts were a cause of the Rebecca Riots.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1/2]

Eg: The turnpike trusts erected toll-gates which were hated by the Rebecca rioters.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3/4]

Eg: People had to pay at toll gates, created by turnpike trusts, in order to travel on a turnpike road. From 1839, the collection of tolls in West Wales was put in the hands of professional toll-collectors. Thomas Bullin was put in charge of the Whitland Turnpike Trust, in the area where the Rebecca Riots started. Suddenly the payment of tolls at the toll gates became a heavier burden for the farmers of West Wales as toll was now charged on lime, a very important item for farmers in an area of poor upland soil. Payment at the toll gates became a real burden; it was the last straw for the farmers, who had so many burdens to endure, and it caused them to rise up and protest.

Question 3(c) (ii)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why rural protestors used names like ‘Swing’ and ‘Rebecca’.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1/2]

Eg: Rural protestors used these names to remain anonymous, to disguise themselves.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3/4]

Eg: The Swing rioters may have taken their name from the flail which was used to hand thresh corn. The instrument ‘flailed’ as it separated the chaff from the grain as they carried out the winter activity of threshing. The Rebecca rioters may have justified their actions by taking the name Rebecca from the Bible – Genesis, Chapter 24, Verse 60: “And they blessed Rebecca and said unto her, though art our sister... let thy seed possess the gates of those which hate them”. In both cases the names gave them some protection from recognition in their rural communities as well as justification for their actions.

Question 3(d)

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **Was rural protest in Wales and England in the 1830s and 1840s a complete failure?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; simple response which offers little support; [1/2]

The Level 1 descriptor for the quality of written communication may be considered here.

Eg: Yes - the Swing rioters were severely punished and many of the grievances of the Rebecca rioters continued.

LEVEL 2 To distinguish between 3 and 5 marks apply the following framework: [3/5]

For 3-4 marks: A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

For 5 marks: A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

The Level 2 descriptor for written communication may be considered here.

Eg: Answers will assert that the rural protesters were generally unsuccessful. The Swing rioters gained very little. They continued to live in poverty and those farm labourers who had their wages increased soon had them reduced again when peaceful conditions returned. The Rebecca rioters had many grievances and many of these continued in the 1840s: their aim of improving their living and working conditions was unsuccessful in the short-term; their aim of abolishing tithe failed, too.

LEVEL 3 To distinguish between 6 and 8 marks apply the following framework: [6/8]

For 6-7 marks: A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

For 8 marks: A two-sided answer with good contextual support but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will begin to offer a judgement with good reasoning. Rural protesters were generally unsuccessful. The Swing rioters were severely punished: 19 were executed; over 600 were imprisoned; and more than 500 were transported. In the Rebecca riots, one woman toll-keeper was killed and leading rioters were transported. However, the activities of the Rebecca rioters led to the creation of a Commission of Enquiry. This was a major aim and a major achievement.

LEVEL 4 **To distinguish between 9 and 10 marks apply the following framework:** **[9/10]**

For 9 marks: A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical detail.

For 10 marks: A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will clearly evaluate the issue in the question. Answers will discuss the extent of the apparent failure. Expect reference to any successful aspects of protest, too, including the temporary raising of wages for the Swing rioters and the creation of an awareness of the Rebecca rioters' dire conditions through the efforts of T. C. Foster and The Times newspaper. The chairman of the Commission of Enquiry into the Rebecca Riots claimed that the rioters were justified in their actions and that the riots were 'a creditable portion of Welsh history'. Therefore, rural protest in Wales was not a complete failure.