



# **GCSE MARKING SCHEME**

**SUMMER 2013**

**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 2013 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 question 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:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	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
<b>Level 4</b>	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

## MARKING SCHEME

## QUESTION 1

## Question 1 (a)

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

Question: **What does Source A show you about the Rebecca Riots?** [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:

*The Rebecca Rioters dressed up in women's clothes.*

*They attacked toll gates*

*They used objects such as hammers and heavy sticks*

## Question 1 (b)

Target:	Understanding of source material; recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>		<b>2</b>

Question: **Use the information in Source B and your own knowledge to explain why the Swing Riots began.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Paraphrases content; weak use of content only. [1-2]

*Eg: Labourers' wages had fallen and farmers were using machines.*

**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 economic recovery of the 1820s had not occurred in rural areas and despite the Corn Laws of 1815; the incomes of farmers had continued to fall. This had led them to cut the wages of their labourers, thereby increasing the scale of poverty faced by the labourers. The use of the threshing machine had resulted in increased unemployment and caused great resentment amongst the labouring class. The harsh application of the Game Laws and lowered rates of Poor Relief also contributed to outbreak of the Riots.*

**Question 1 (c)**

Target:	Analysis and evaluation of source material; reaching supported judgements		
Mark allocation:	AO1	AO2	AO3
<b>5</b>		<b>1</b>	<b>4</b>

Question: **How far does Source C support the view that the actions of toll collectors such as Thomas Bullin caused the Rebecca Riots ?** [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: It tells us that Bullin was strict and made farmers pay at every gate.*

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

*Eg: Source C tells us that the actions of Bullin contributed greatly to the outbreak of the Rebecca Riots. His strict attitude towards the payment of the tolls clearly angered farmers into taking action. The source supports the view clearly.*

**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.** [4-5]

*Eg: The source does support the view that the actions of Thomas Bullin caused the Rebecca Riots. The fact that he was a professional toll collector showed how seriously he took the collection of tolls. The banning of allowing farmers through for free and the strict application of payment rules greatly angered farmers who were already facing great financial hardship. The source is from an internet website resulting from research conducted on the Rebecca Riots in Pembrokeshire. However although the source does support the view, there were other factors such as the payment of tithes to the Church, conditions in the workhouse and absentee landlords. Therefore, Source C supports the view that the actions of Bullin caused the Rebecca Riots but it should be considered in a wider context.*

**Question 1 (d)**

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

Question: **How useful is Source D to an historian studying the activities of the Swing Rioters?**

**[6]**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; paraphrases content of source.**

**[1-2]**

*Eg: Source D is useful because it tells us that threshing machines were being destroyed at night.*

**LEVEL 2 Considers usefulness of the source in terms of its content only.  
OR**

**Deals with some aspects of content; copies/paraphrases attribution. [3]**

*Eg: Source D is useful because it tells us that the Swing Rioters were destroying threshing machines at night and that magistrates were finding it difficult to capture the offenders. The source was written by Charles Sandys in 1830.*

**Deals with content of source well and begins to consider origin or purpose of the source.**

**[4]**

*Eg: Source D, written in 1830, is a useful contemporary account from the point of view of someone directly connected to the authorities. It shows the difficulties faced by the authorities in capturing the Swing Rioters and gives a clear image of the seriousness with which the authorities viewed the activities of rioters.*

**LEVEL 3 Gives an imbalanced evaluation, considering usefulness in terms of content, origin and purpose of source.**

**[5]**

**Gives a reasoned and balanced evaluation, considering usefulness in terms of content, origin and purpose of source.**

**[6]**

*Eg: Source D, written in letter to the Home Secretary, provides useful yet biased evidence of the activities of the Swing Rioters from the point of view of the authorities. It was written in order to inform the Home Secretary in Kent and to ask for advice as how to proceed in light of the problems the magistrates were facing. As such, Source D should be very useful to an historian studying alongside other historical evidence because it tells us only about the activities and effects of the Swing Riots from the point of view of the authorities.*

**Question 1 (e)**

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

Question: **Why do Sources E and F have differing views about the reasons for the ending of the Rebecca Riots ?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; paraphrases the sources rambles off the point.** [1-2]

*Eg: Source E tells us that the Rebecca Riots stopped because the enquiry was set up. Source F tells us that they stopped because of firm government action and the enquiry being set up.*

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

*Eg: In Source E, the Chairman of the Enquiry, who wrote the letter, is obviously considering the effect that the setting up of the enquiry had. This is because he was responsible for the enquiry and wanted to show the positive effects that it had brought about. He had taken a rather simplistic view of why the Riots ended.*

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

*Eg: The author of Source E has written the letter from the point of view of a person in authority who was responsible for enquiring into the Rebecca Riots. As Chairman of the Enquiry, he was bound to highlight the role it had played in ending the Riots. Source F is written from a more distant and unbiased point of view. The author is an historian who is concerned with considering the wider picture, not just the impact of the Enquiry but citing other factors for the ending of the Riots, such as the firmness of government action.*

**LEVEL 4** **Developed explanation with good support from the sources and own knowledge; detailed consideration of the attributions 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 attributions of each source; answer is sophisticated and integrated.** [8]

*Eg: The two sources, whilst agreeing on one factor, provide differing views about the reasons for the ending of the Rebecca Riots. The author of Source E was definitely affected by the conditions in which he was writing and by his role as the Chairman of the Government Enquiry. His view, reflecting on events, is rather narrow and fails to take into account other contributory factors that are shown in Source F. The author of Source F is an historian writing in 1987, from a more reasoned and distant perspective. Research will have been done on evidence and a more balanced view will have been reached about the ending of the Riots with the benefit of hindsight.*

## QUESTION 2

### Question 2 (a)

Target:	Recall and selection of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>4</b>		

Question: **Describe what happened at St. Peter's Field, Manchester in August 1819.** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Thousands of people attended a meeting at St. Peter's Field in August 1819 and many were injured when soldiers forced their way through the crowd?*

**LEVEL 2** **A more detailed and accurate description.** [3-4]

*Eg: A mass political meeting was organised by Radicals at which Henry 'Orator' Hunt was due to speak. The size of the crowd worried the local magistrates, who instructed part-time soldiers, the Manchester and Salford Yeomanry, to arrest Hunt. Their attempt to arrest Hunt resulted in mass panic and the deaths of over 11 people, some caused by the actions of the soldiers. Over 400 people were injured causing Radicals to label the event the 'Peterloo Massacre'.*

**Question 2(b)**

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

Question: **Explain why many working class people supported Radicalism after 1815.** [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Working class people supported Radicalism because it would help address the problem of bad living and working conditions, in parliament.*

**LEVEL 2** **More detailed and accurate explanation which discusses at least two factors.** [3-4]

*Eg: There was widespread demand for political reform after 1815 and this was the main thrust of Radical demands. Working class people believed their social condition could be improved through parliamentary reform, with elected MP's being able to press for new laws to improve the living and working conditions of ordinary people. Increased democracy in Britain would also address the practices of corrupt practices in parliament. Radicalism provided working class people with a means through which they could finally express their discontent.*

**LEVEL 3** **Full explanation: focussed and explaining a range of factors.** [5]

*Eg: The scale of social demand and economic problems after 1815 led many people to demand political reform as a way of alleviating their distressing living and working conditions. Parliament was seen as corrupt, dominated by wealthy landowners and the Radical movement was viewed as a means of expressing discontent. Radical speakers and writers such as Henry 'Orator' Hunt and William Cobbett appealed to many working class people and as such the movement had widespread support in industrial areas.*



**Question 2(c)**

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>4</b>	

Question: **How important were the Six Acts in restricting people's freedom?**

**[6]**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**      **Generalised reference to the key concept of historical context; weak or implied knowledge shown.** **[1-2]**

*Eg: The Six Acts were passed by the government to prevent a repetition of the Peterloo meeting. The government wanted to stop protests.*

**LEVEL 2**      **Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained.** **[3-4]**

*Eg: The Six Acts were important because the government were determined that Britain should remain a peaceful country. As a result, the Six 'Gag' Acts were passed as an attempt to prevent military training, restrict mass meetings, control seditious publications and pamphlets, and speed up trials for public disorder. They were an attempt to end the influence of Radicalism.*

**LEVEL 3**      **Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation.** **[5-6]**

*Eg: The Six Acts were very important because the government, influenced by their fear of a repeat of the French Revolution, were determined to finally end the mass influence of the Radical movement, particularly after the events at St. Peter's Field, 1918. The Acts were part of a series of repressive measures, such as the suspension of the Habeas Corpus Acts, which restricted people's freedom. Examples of the measures taken were that public meetings of over 50 people were banned, stamp duty was imposed upon Radical publications and freedom to publish literature critical of the government was restricted. The Six Acts effectively ended Radicalism as a mass movement.*

### QUESTION 3

#### Question 3

Target:	Recall and deployment selection of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
<b>13</b>	<b>4</b>	<b>6</b>	<b>3</b>

**Question:**     **Did industrial protests in Wales and England in the 1830s achieve any success?** **[13]**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**     **Generalised answer; simple explanation which offers little support; poor quality of written communication.** **[1-2]**

*Eg: No, both the Merthyr Rising and the Newport Rising generally failed, as did protest in Bristol and other English cities. Yes the workers had shown that they could protest.*

**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.

**At Level 2, quality of written communication will be sound, with some faults.**

*Eg: Answers will generally assert that little success was achieved. Many protestors were killed in these protests and the main leaders were severely punished. However, the workers did show they could organise themselves and eventually Merthyr had its own MP and 5 of the 6 points of the Charter were eventually achieved.*

**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.

**At Level 3, quality of written communication will be good, with few faults.**

*Eg: Answers will begin to offer a judgment with good reasoning. In general, industrial protest has been viewed as a failure. At Merthyr and Newport, many protestors were killed and the leaders harshly punished. Dic Penderyn was executed as a result of the Merthyr Rising and John Frost and others were transported because of their role in the Newport Rising. However, industrial protest did show that working people were prepared to take collective action and their protests greatly alarmed the authorities. In the long term, their actions partly contributed to improved conditions.*

**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.

**At Level 4, quality of written communication will be very good, with very few faults.**

*Eg :Answers will clearly evaluate the issue in the question and will discuss the extent of the success but also the failure. Reference may be made to Merthyr achieving an MP; the truck system being abolished; the 'birth' of the Welsh working class; the martyrdom of Dic Penderyn ; the considerable support for Chartism throughout Wales and England and the extent to which the protests frightened successive governments. Answers will also refer to the longer-term political consequences of the protests, such as the granting of the most of the Six Points of the Charter and the gradual improvements in living and working conditions.*

**Examiners are also expected to award marks for spelling, punctuation and the accurate use of grammar in this question.**

<b>Level</b>	<b>Performance descriptions</b>
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.