



GCSE MARKING SCHEME

SUMMER 2014

**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 2014 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:

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, 1815-1848**

MARKING SCHEME

QUESTION 1

Question 1 (a)

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

Question: **What does Source A show you about the Cato Street Conspiracy?** [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 conspirators were arrested.

They were armed/a fight took place.

An arresting officer was run through with a sword.

Some of the Conspirators tried to escape.

Question 1 (b)

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

Question: **Use the information in Source B and your own knowledge to explain why the Government passed the Six Acts.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Copies or paraphrases content; weak use of content only.** [1-2]

Eg: The Government had no choice but to support the Manchester magistrates. They wanted to stop Radicalism.

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 Government were greatly alarmed by what had happened at Peterloo and needed to show their support for the actions of the magistrates. They wanted to limit the influence of the Radical movement by introducing measures that for example, restricted the number of people who could attend a meeting; increased stamp duty on Radical newspapers; allowed magistrates to search houses for weapons. There was still a prevailing fear of revolution and this influenced the Government in to taking such harsh measures.

Question 1 (c)

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

Question: **How far does Source C support the view that the authorities reacted harshly to the March of the Blanketeers?** [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 the marchers were guarded by the soldiers and that many had been arrested.

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 authorities were determined to stop the protest and as such they sent soldiers to guard and arrest the marchers. It shows the harsh attitude of the authorities to even peaceful protest.

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 fully supports the view that the authorities reacted harshly to the March of the Blanketeers as it provides contemporary evidence of the intimidating tactics adopted by the soldiers, guarding the marchers and brandishing their weapons. As a result many of the marchers were arrested. Although the source does support this view it needs to be put into a wider context since it is from the perspective of a young Blanketeer who would have been influenced by his strong Reformist beliefs.

Question 1 (d)

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

Question: **How useful is Source D to an historian studying the events at St Peter's Field, on 16th August 1819?** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: There were 300,000 people present and they were attacked by the Cavalry.

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 Yeomanry Cavalry deliberately attacked the unarmed crowd of men, women and children. The source was written by Richard Carlile in 1819.

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

Eg: Source D, written in 1819, is a useful contemporary account from the point of view of one of the main speakers at St Peter's Field. It shows how at the peaceful meeting Yeomanry Cavalry started a pre-planned attack on the crowd, cutting down men, women and children. It gives a clear image of the violence used by the authorities.

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 by an eye-witness to the Peterloo Massacre, provides useful yet extremely biased evidence of what happened at St Peter's Field. It was written in order to give a Radical's account of the events and to portray the Yeomanry Cavalry in an extremely bad light. However, the source appears to exaggerate the numbers present and uses emotive language to make its point. As such, Source D should be very useful to a historian studying the Radicals' view of events at St Peter's Field, but it must be used alongside other historical evidence because it only gives us a very biased and emotive account of the events.

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 reasons for unrest in Britain after 1815?** [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 main reason for unrest in Britain at this time was bad government. Source F tells us that the end of the war led to increased unemployment and hardship.

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, Samuel Bamford, a Radical, states that the writings of William Cobbett were important in encouraging protest. He has a rather narrow view of the reasons for unrest. Source F takes a wider view, focusing upon economic hardship and falling wages.

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

Eg: The author of Source E is writing from the point of view of a Radical who was interested in parliamentary reform. He is keen to highlight the role played by the Radical writer William Cobbett in encouraging protest in manufacturing areas. However, the interpretation in Source F tells us that interest in parliamentary reform stemmed from increasing hardship and unemployment after the Napoleonic Wars. The author is writing in a university textbook.

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 provide views that whilst agreeing on one factor, provide differing views about the reasons for unrest in Britain after 1815. The author of Source E was definitely affected by the conditions in which he was writing and by his Radical views, especially considering he is writing in his autobiography. His interpretation is rather narrow, emphasizes the central role of Radical writings and fails to take into account other contributory factors that are shown in Source F. The author of Source F is a historian writing in 1989 for an academic audience, from a more reasoned and distant perspective. Research will have been done on the evidence and a wider, more balanced interpretation will have been reached with the benefit of hindsight about the causes of unrest in Britain after 1815.

QUESTION 2

Question 2 (a)

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

Question: **Describe what happened outside the Castle Inn, Merthyr Tydfil in June 1831** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: Thousands of unemployed workers protested outside the Castle Inn. There was a fight with soldiers present and many workers were killed.

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

Eg: 10,000 workers assembled outside the Castle Inn on 3rd June 1831. They presented their demands of reform and the abolition of the Court of Requests to the authorities housed inside the Inn. When the workers' demands were rejected by the authorities, they rioted under the leadership of Lewis Lewis and the soldiers present opened fire on them. As many as 28 workers were killed and many more wounded. Expect reference to Dic Penderyn and the wounding of Donald Black.

Question 2(b)

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

Question: **Explain why the Chartist movement failed to achieve its aims.** [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: The government used soldiers; the movement was crushed and Chartist petitions were rejected.

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

Eg: The movement was divided between those who wanted to use peaceful methods and those who believed that only direct physical action would work. This split weakened the movement and the use of physical force turned many people away from Chartism. Chartist attempts at direct action were a failure, such as the March on Newport, that resulted in many deaths and the arrest of its leaders.

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

Eg: The Chartist movement was divided between ‘moral’ and ‘physical’ force groups and this greatly weakened its effectiveness. There were also personal differences between the leaders of the Chartists – William Lovett and Fergus O’Connor. The idea of ‘physical’ force Chartism alienated the middle class and as a result many left the movement. The Government were never likely to agree to any of the movement’s demands since this would mean the diminishing of their power and as a result firm action was taken to deal with the Chartist threat.

Question 2(c)

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

Question: **Why were the ironmasters important during the Merthyr Rising?** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: The ironmasters were very rich, powerful and controlled the workers. They ran the unpopular Truck System.

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 ironmasters were important as they had great power over the workers. They operated the Truck System and built poor quality housing for the workers. They were present at the Castle Inn during the Rising. William Crawshay addressed the crowd and this further angered them. Their wealth contrasted with the poverty of the workers.

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

Eg: The Merthyr ironmasters were very important as they completely controlled their workers and in many respects it was their actions that helped to cause the Rising. The ironmasters operated the Truck System that was loathed by the workers as they often got into debt as a result of being paid monthly. This would then involve the Court of Requests in the sending out of bailiffs to take goods. William Crawshay sacked 84 puddlers just prior to the Rising and was also responsible in agitating the workers for the cause of parliamentary reform. During the Rising they were present at the Castle Inn demanding the protestors disperse and this inflamed the crowd. After the Rising the ironmasters reasserted their complete power over the workers. Their wealth was ostentatiously displayed, contrasting greatly with the poverty of the workers.

QUESTION 3

Question 3

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

Question: **Were the rural protests in England and Wales in the 1830s and 1840s a 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: An enquiry into the Rebecca riots was set up and tolls were reduced; the Swing rioters 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.

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

Eg: Answers will generally assert that little success was achieved. The Swing rioters gained very little and continued to live in poverty. Wages increased for a while but this was only temporary. The Rebecca rioters did have some success as the number of turnpike gates were reduced but their living and working conditions remained very poor; their aim of abolishing tithe also failed.

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 judgement with good reasoning. In general, rural protestors were unsuccessful. The Swing rioters, although gaining a temporary rise in wages, were severely punished with 19 executions and over 500 transportations. In the Rebecca riots, a toll-keeper was killed and leading rioters were transported. However, a Commission of Enquiry was set up that led to improvements in the conduct of turnpike trusts in West Wales. This was a major aim and therefore a major achievement. Other problems were unaddressed however.

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. The temporary raising of wages for the Swing rioters and the reluctance of landowners to use threshing machines were short term successes, although overall they failed to achieve anything of substance with punishments being very severe. The Rebecca rioters achieved considerable success through the sympathetic Commission of Enquiry, resulting in the 1844 Turnpike Act that reformed turnpike trusts. The chairman of the Enquiry also referred to them as a 'credible portion of Welsh history'. However, this was only one of many grievances that was addressed. The problems of tithes, the workhouse, land hunger, rack renting and overall poverty still remained in West Wales.

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

Level	Performance descriptions
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.