GCE MARK SCHEME (LEGACY)

SUMMER 2017

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 2017 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.

<table>
<thead>
<tr>
<th>Level</th>
<th>AO1a</th>
<th>AO1b</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1-3 marks</td>
<td>1-5 marks</td>
<td>8</td>
</tr>
<tr>
<td>Level 2</td>
<td>4-6 marks</td>
<td>6-10 marks</td>
<td>16</td>
</tr>
<tr>
<td>Level 3</td>
<td>7-8 marks</td>
<td>11-16 marks</td>
<td>24</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-8</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>9-16</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Low Level 1: 1-2 marks**

Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.

**Mid Level 1: 3-5 marks**

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.

**High Level 1: 6-8 marks**

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.

**Low Level 2: 9-10 marks**

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.

**Mid Level 2: 11-13 marks**

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.

**High Level 2: 14-16 marks**

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.
<table>
<thead>
<tr>
<th>3</th>
<th>17-24</th>
<th>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focused 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low Level 3: 17-18 marks</strong></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Mid Level 3: 19-21 marks</strong></td>
<td>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focused 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.</td>
<td></td>
</tr>
<tr>
<td><strong>High Level 3: 22-24 marks</strong></td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to in the mark scheme. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Whig government wanted Parliament to pass the Reform Act in 1832.

Answers should consider a range of reasons why the Whig government wanted Parliament to pass the Reform Act and might include some of the following in their explanation:

- the defects and inadequacies of the old system
- the growth of radicalism
- the split in the Tory party over Catholic Emancipation
- the motivation of the Whigs to avoid revolution in 1831-1832 and appeal to the middle classes

To reach the higher levels, candidates will be expected to show the inter-relationship of the reasons why the Whig government wanted Parliament to pass the Reform Act in 1832.

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to in the mark scheme. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Chartist movement emerged in the 1830s.

Answers should consider a range of reasons why the Chartist movement emerged in the 1830s and might include some of the following in their explanation:

- disappointment with the Reform Act 1832
- the legislation of the Whigs (Poor Law Amendment Act, Factory Act, police forces)
- economic depression 1837-1842
- attack on trade unions
- radicalism, Owenism, experience of protest

To reach the higher levels, candidates will be expected to show the inter-relationship of the reasons for the emergence of the Chartist movement in the 1830s.
INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to in the mark scheme. 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 unpopular.

Answers should consider a range of reasons why the Poor Law Amendment Act of 1834 was unpopular. Candidates might include some of the following in their explanation:

- the workhouse test and less eligibility
- planned removal of outdoor relief
- conditions in some of the workhouses
- the separation of families and sexes
- centralisation of administration
- unpopularity of Edwin Chadwick

To reach the higher levels, candidates will be expected to show the inter-relationship of the reasons for the unpopularity of the Poor Law Amendment Act of 1834.

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to in the mark scheme. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Britain fought wars against France in the period 1793-1815.

Answers should consider a range of reasons why Britain and France fought wars 1793-1815. Candidates might include some of the following in their explanation:

- revolutionary France declared war on Britain 1 February 1793
- Mounting concerns about the September Massacres and execution of Louis XVI and the threat of revolution hardened British public opinion
- occupation of Belgium and threat to British trade
- French Proclamation of Fraternity and the fear of revolution
- expansion of France upset balance of power
- strategic threat to British Empire
- countering Napoleon’s ambitions and French hegemony

To reach the higher levels, candidates will be expected to show the inter-relationship of the reasons why Britain and France fought wars in the period 1793-1815.
Part (b)

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

<table>
<thead>
<tr>
<th>Level</th>
<th>AO1a</th>
<th>AO1b</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1-4 marks</td>
<td>1-8 marks</td>
<td>12</td>
</tr>
<tr>
<td>Level 2</td>
<td>5-8 marks</td>
<td>9-16 marks</td>
<td>24</td>
</tr>
<tr>
<td>Level 3</td>
<td>9-12 marks</td>
<td>17-24 marks</td>
<td>36</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Award 0 for incorrect or incomplete answers.</td>
</tr>
<tr>
<td>1</td>
<td>1-12</td>
<td>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.</td>
</tr>
</tbody>
</table>
|       |       | **Low Level 1: 1-4 marks**  
Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar |
|       |       | **Mid Level 1: 5-8 marks**  
Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar |
|       |       | **High Level 1: 9-12 marks**  
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 |
| 2     | 13-24 | 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. |
|       |       | **Low Level 2: 13-16 marks**  
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. |
|       |       | **Mid Level 2: 17-20 marks**  
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. |
<table>
<thead>
<tr>
<th>Level</th>
<th>Mark Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Level 2</strong>: 21-24 marks</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>25-36</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Low Level 3</strong>: 25-28 marks</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Mid Level 3</strong>: 29-32 marks</td>
<td>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focused 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.</td>
<td></td>
</tr>
<tr>
<td><strong>High Level 3</strong>: 33-36 marks</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to in the mark scheme. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent were the repressive policies of the Younger Pitt the most important development in parliamentary reform and politics in the period 1780-1832?

Candidates are expected to read a substantiated and supported judgement about whether the repressive policies of the Younger Pitt were the most important development in parliamentary reform and politics. Answers should select and deploy material that covers the whole period 1780-1832 and assess the relationship of a range of factors across the period. Candidates will discuss reasons why the repressive policies of the Younger Pitt can be considered the most important development in parliamentary reform and politics. These might include:

- the impact of the French revolution
- the threat from radicalism
- the Corresponding societies
- Pitt’s legislation and its impact
- Treason trials and their impact

Pitt’s policies should be set in context and evaluated against other development in parliamentary reform and politics. These may include:

- the early parliamentary reform movement
- the responses of Lord Liverpool’s government to the radical challenge
- the reforms of the Liberal Tories
- the Reform Act Crisis 1830-1832

Answers will come to a substantiated and supported judgement about whether the Younger Pitt’s repressive policies were the most important development in parliamentary reform and politics in Wales and England in the period 1780-1832.
INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to in the mark scheme. 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 successful popular protest movement 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 successful popular protest movement in the period 1815-1848.

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

- the context of the popularity of free trade policies
- its success as a single issue campaign
- its tactics in terms of financial support, publicity, and parliamentary by-elections
- its influence on Sir Robert Peel

The success of the Anti-Corn Law League should be evaluated against that of other popular movements. Some of the issues to discuss may include:

- the success of urban risings like that in Merthyr
- the success of rural protests such as Swing and Rebecca
- extent of success of parliamentary reform
- success of the Chartist movement
- success of the trade union movement
- success of poor law reform and the Anti-Poor Law Movement

Answers will come to a substantiated and supported judgement about whether the Anti-Corn Law League can be considered the most successful popular protest movement in the period 1815-1848.
INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to in the mark scheme. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

How far was religion the most significant influence upon social reform in the period 1815-1848?

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

The influence of religion on social reform should be analysed and evaluated in relation to issues such as:

- humanitarian and evangelical outrage about conditions in the factories and mines
- moral issues arising from urbanisation and industrialisation such as the education of the poor and child labour
- publicising such issues and creating a debate
- the impact of powerful humanitarians who were also evangelists such as Oastler, Shaftesbury and Wilberforce
- the Church’s role in education

The influence of religion on social reform should be evaluated against other significant influences. Some of the issues to discuss may include:

- Government commissions and legislation
- the influence of humanitarians
- the influence of the utilitarians
- the influence of campaigns and pressure groups
- general concerns about conditions in the industrial towns

Answers will come to a substantiated and supported judgement about whether religion was the most significant influence upon social reform in the period 1815-1848.
INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to in the mark scheme. 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 Eastern Question the most important influence on British foreign policy in the period 1793-1841?

Candidates are expected to reach a substantiated and supported judgement about the importance of the influence of the Eastern Question on British foreign policy in the period 1793-1841.

The influence of the Eastern Question should be analysed and evaluated in relation to issues such as:

- the decline of Turkish power and the threat from Russia
- the threat to British naval power and commercial strength in the Mediterranean
- the Greek war of independence
- the Mehemet Ali crisis
- the Convention of London 1840 and the Straits convention 1841

The influence of the Eastern Question should be evaluated against other important influences on British Foreign policy. Some of the issues to discuss may include:

- the wars against France 1793-1815
- the balance of power
- the Congress of Vienna
- 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

Answers will come to a substantiated and supported judgement about whether the Eastern Question can be considered the most important influence on British foreign policy in the period 1793-1841.