SUMMER 2017

HISTORY - STUDY IN-DEPTH
POPULAR MOVEMENTS IN WALES AND ENGLAND,
1815-1848
4271/01
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.

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 2(c) and question 3. 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:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</td>
</tr>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format</td>
</tr>
<tr>
<td>Level 3</td>
<td>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</td>
</tr>
<tr>
<td>Level 4</td>
<td>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</td>
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</tbody>
</table>
Question 1 (a)

Target: Understanding of source material
Mark allocation: AO1 AO2 AO3
4 4 4

Question: What do Sources A and B suggest about the government’s attitude towards popular protest during this period? [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, paraphrasing or describing sources only. [1-2]

Eg: Source A shows the government were afraid of revolution and employed spies to inform on Radical groups. Habeas Corpus was suspended regularly. Source B shows some people were executed.

LEVEL 2 Uses the content of both sources in their historical context. [3-4]

If answer is imbalanced in use of sources award 3 marks.

Eg: Source A shows that the government took the threat of Radicalism very seriously. They were afraid of a revolution and employed a variety of tactics to counter the Radical threat. Spies were employed to inform on their activities and laws such as Habeas Corpus were suspended to curtail people’s freedom. Source B shows the extreme lengths to which the government would go to deal with Radical activities, showing the public execution of the Cato Street Conspirators as a means of discouraging further protest.
Question 1 (b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understanding of source material; recall and deployment of own knowledge</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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**Question:** Use Source C and your own knowledge to explain why there was widespread discontent in Wales and England in 1815. [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]

*Eg: Source C shows that the end of Napoleonic Wars caused many problems in Wales and England. Demand for goods fell, soldiers and sailors were no longer needed and unemployment increased.*

**LEVEL 2** Understands content of the source with some background knowledge. [3-4]

*Eg: Source C shows that the ending of the Napoleonic Wars had a considerable impact upon society and the economy. The economy was badly affected with the demand for many goods, especially textiles, falling. The demobilisation of members of the armed forces further increased discontent by adding to the amount of unemployed. During this period there was a lack of representation in Parliament and as a result many working people were attracted by the demands of the Radicals for the parliamentary reform, which was seen as way of improving their lives. These factors challenged the government of this period.*

**LEVEL 3** Clear use of the content of the source with accurate and detailed background knowledge used to explain the issue. [5-6]

*Eg: Source C shows the basic social and economic impact of the ending of the Napoleonic Wars. As a result of this there was a fall in demand for goods associated with the war effort, especially textiles. This caused unemployment and distress in the manufacturing areas. Demobilised soldiers and sailors also contributed to the increase in unemployment. Unpopular measures such as the Corn Laws increased the price of bread and affected working people badly. These factors were exacerbated by the increase in the popularity of Radicalism, which sought to alleviate social and economic distress via parliamentary reform. Radical demands were viewed as a means of improving people’s lives and Radicals such as Hunt and Cobbett had considerable influence. Parliament was unrepresentative and the government resisted Radical demands, fearing the threat of revolution. All these issues increased discontent in Wales and England and put the government of the time under pressure.*
Question 1 (c)

<table>
<thead>
<tr>
<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<td>8</td>
<td>2</td>
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**Question:** How useful are Sources D and E to an historian studying events at St Peter’s Field in 1819? [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**  Comprehends content of the sources; little focus on utility.  [1-2]

_Eg:_ Source D tells us that over 50,000 people were at St Peter’s Field, which frightened the inhabitants. The author believed the town was in danger. Source E is a cartoon that shows the soldiers charging into the crowd, causing many injuries by their actions.

**LEVEL 2**  Considers usefulness of the sources in terms of both their content and their authorship.  [3-4]

_Eg:_ Source D is useful because it shows how the Manchester Magistrates thought the meeting was a danger to the town, frightening local residents. It was the opinion of the chairman of the magistrates speaking at the trial of the Radical speaker Hunt. Source E is useful because it is a pictorial depiction of the soldiers attacking the crowd of men, women and children. It was drawn by a Radical cartoonist shortly after the event took place.

**LEVEL 3**  Evaluates both sources in context with some imbalance; reaches conclusion regarding utility for the set enquiry.  [5-6]

_Eg:_ The sources are useful in finding out about events at St Peter’s Field, August 1819. Source D is useful because it clearly shows how the authorities viewed the meeting as a danger to the town, instilling fear in local residents. This partly explains the events that followed. However, this would inevitably be their view given what transpired and as such the evidence can be considered to be biased. Source E is also useful primary evidence because it clearly shows the Radical view of the Peterloo Massacre as it came to be known. It depicts the aggression of the soldiers in attacking the crowd and gives a clear idea of the injuries and suffering that occurred. However, it was drawn by a Radical cartoonist and as such may also be biased in its depiction.
LEVEL 4  Evaluates both sources regarding the specific historical context; reaches reasoned and substantiated conclusion regarding their utility for the set enquiry.

Eg: Both sources are very useful in finding out about events at St Peter’s Field. They provide valuable insights into the differing views of those associated with the authorities and the Radicals. Source D is an account of the events leading up to the Peterloo Massacre by a central figure in the events, William Hulton, who as Chairman of the Manchester Magistrates would clearly be biased in his opinion. Since he is speaking at the trial of Hunt he would clearly be trying to justify the actions he took on the day, as well as portraying the meeting in a negative light in order to secure the conviction of Hunt. This quite clearly forms an important part of our knowledge of events. Source E clearly shows the attitude of the Radicals to events at St Peter’s Field and is also therefore biased. It clearly depicts the soldiers in a very negative light, brutally attacking the crowd of men, women and children. The sarcastic title of the cartoon reinforces this view. Being a cartoon it may well be exaggerated to make this point, particularly since Cruikshank may not have been witness to the events. The use of axes by the soldiers serves the purpose of the cartoonist in reinforcing the overall view. In light of these factors, both sources need to be treated with some caution by historians, but are extremely useful, when used alongside other available historical evidence.
**QUESTION 2**

**Question 2(a)**

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge</th>
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<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<td>4</td>
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**Question:** Describe the role played by William Crawshay in the Merthyr Rising of 1831. [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: William Crawshay was a prominent ironmaster in Merthyr. He owned Cyfarthfa ironworks and his treatment of his workers partly led to the Rising. He sacked workers prior to the Rising and this caused discontent.*

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

*Eg: William Crawshay played a key role in the Merthyr Rising. As the owner of Cyfarthfa ironworks and many of the workers’ cottages he controlled many lives. Working and living conditions were poor yet Crawshay lived a life of luxury. He cut wages and sacked 84 puddlers in May 1831 which caused great discontent. He also stirred up his workers to demand political reform, despite the fact they were unlikely to benefit from any reform that took place. During the Rising he played an important role at the Castle Inn by demanding the protestors disperse, which further inflamed tensions. He was later accused by some newspapers of contributing to the Rising which he refuted in his book ‘The Late Riots at Merthyr’.*
Question 2(b)

Target: Understand and analyse source material; recall and deployment of knowledge

Mark allocation: AO1 | AO2 | AO3
| 6 | 2 | 4 |

Question: Why was Source F produced in 1839? [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Comprehends content of the source; little focus on why it was produced. [1-2]

Eg: The source was produced to show the events outside the Westgate Hotel. It shows an armed crowd assaulting the hotel with people running away.

LEVEL 2 Considers the source in its historical context; suggests some reasons for its production. [3-4]

Eg: The source was produced as an illustration of how the Chartists used violent methods at Newport. It clearly shows the scale of the event by the size of the armed crowd. Illustrations such as these were aimed at informing audiences of the events that took place but also as a means of portraying events in a certain light, which is hinted at by the fact that women and children are seen running away from the violence.

LEVEL 3 Analyses the source in its historical context; gives detailed reasons regarding its production at the time. [5-6]

Eg: Source F is typical of the type of artist’s illustrations that appeared in newspapers of this period. They were a way of providing a visual context to contemporary events, in this case the Chartist march on the Westgate Hotel in Newport. The depiction appears to portray the seriousness of the event, given the numbers involved and the clear use of violence that is shown in the illustration. It appears to portray the event in a negative light, since women and children are seen in the crowd running away from the violent events. Since the cartoon appeared in a middle class newspaper it was presumably intended to depict a particular version of events to an audience who may not be sympathetic to the demands of the Chartists and the actions of Physical Force Chartists in particular.
Question 2(c)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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Question: One interpretation is that the Merthyr Rising was an important event in the history of Wales.

How far do you agree with this interpretation? [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; makes simple comments about the interpretation; will copy or paraphrase the given evidence.

Eg: The Merthyr Rising was an important event in the history of Wales. Many people were punished and Dic Penderyn became a martyr of the Welsh working class. [1-2]

LEVEL 2 Identifies differences between ways in which the issue has been interpreted; will offer a basic judgement with some support from given evidence and own knowledge of the issue.

Eg: Answers will show understanding of the named interpretation, that the Merthyr Rising was an extremely important event in the history of Wales, assuming as great a significance as the Peterloo Massacre has in the history of England. Answers will begin to comment upon the different attitudes prevalent at the time and in the near aftermath. Expect basic contextual support to be given in terms of a judgement, such as the attitude shown in the ironmaster’s reflection and the contemporary view of the woman living in Merthyr during the Rising. Use of the given evidence will be more apparent than use of own knowledge. [3-5]

LEVEL 3 Begins to recognise and comment on how and why this issue has been interpreted in different ways; will give a judgement regarding the given interpretation.

Eg: Answers will address the question by offering comment on different interpretations of the importance of the Merthyr Rising. Answers will begin to demonstrate why different interpretations of this issue have been made, with comments on the attitude of someone associated with the authorities and the views of later historians. Answers will be supported by a greater degree of contextual knowledge regarding this issue. They will comment upon the fact that Evidence 2, despite the fact that an element of reflection that has been introduced, displays an unchanging attitude in the mind of an ironmaster, reinforcing the view that was originally held. Answers will begin to judge the worth of different interpretations by using their own knowledge and given evidence to comment on issues such as the contemporary view of the importance of the Merthyr Rising compared to the Peterloo Massacre and how it was viewed in the following years. [6-8]
LEVEL 4 Recognises and provides reasoned comments on how and why this issue has been interpreted in different ways; will give a clear judgement considering the given interpretation in the historical context. [9-10]

Eg: Answers will clearly state whether they agree with the given interpretation of the importance of the Merthyr Rising. In order to make this judgement, answers will discuss how the given interpretation has been arrived at and recognise that there are other valid interpretations of this issue. Answers will demonstrate why it is possible to make different interpretations of this issue. There will be a considerable degree of historical support in the answer using both the given evidence and own knowledge. Answers will test the value of the chosen interpretation by commenting on issues such as what was perceived at the time and by later interpreters. They will recognise that at the time, the Merthyr Rising was considered to be a failure by those in authority and as such unimportant when compared to other significant events of the period. They will recognise that in Evidence 2, the ironmaster has not changed his view, despite the element of reflection that has taken place and is therefore typical of the attitudes shown by those in authority. Evidence 3 shows the viewpoint at the time of a working class woman who bemoans the lack of attention given to the rising, stating a commonly held view by the working class that the Merthyr Rising was a very important event. Answers may comment on the differences in interpretation given by contemporaries, someone in authority who was part of the event and those writing much later with a greater degree of hindsight when a far wider perspective has been taken. Answers should comment upon the process of forming historical interpretations and possibly make references to the respective audiences.
Question 3

Target: Recall and deployment of knowledge; explanation and analysis of key concepts; quality of written communication

Mark allocation: AO1 AO2 AO3 SPG

15 4 8 3

Question: Were rural protests in Wales and England during the 1830s and 1840s a complete failure? [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: Yes, the Rebecca and Swing Rioters achieved very little. No, some improvements in the roads took place in Wales.

LEVEL 2 Answer begins to discuss the issue set in the question. [4-6]

To distinguish between 4 and 6 marks apply the following:
For 4 marks: A one-sided answer with some contextual support OR a very weak two-sided answer with little contextual support.
For 5-6 marks: A developed one-sided answer with contextual support OR a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

Eg: Answers will generally assert that rural protests failed and little success was achieved. Some Swing Rioters were executed and others were also harshly punished. There was however some reluctance to use threshing machines among some landowners. The Rebecca Riots failed to deal with issues such as tithes, the workhouses and the shortage of land in West Wales. However, an enquiry was set up by the government and as a result some improvements to turnpike trusts took place, resulting in better roads.

LEVEL 3 Answer is mainly a reasoned analysis of the issue set in the question. [7-9]

To distinguish between 7 and 9 marks apply the following:
For 7 marks: A very good one-sided answer with contextual support OR an unbalanced two-sided response with contextual support.
For 8-9 marks: A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

Eg: Answers will begin to offer a judgement with good reasoning. In general, rural protests in Wales and England during this period have to be viewed as a failure. The authorities inflicted severe punishments on the Swing Rioters, with several executions and over 500 transported. However, it could be argued that in the short-term the Swing Rioters achieved a temporary rise in wages and the use of threshing machines was reduced for a while. The Rebecca Riots resulted in only one issue being addressed that of the turnpike trusts. The government set up a Commission of Enquiry to look into the grievances. As a result the Turnpike Act led to improvements in the management of turnpike trusts, but many other issues were not dealt with, such as tithes, the workhouses and the shortage of available land for rent. Overall, the problem of extreme rural poverty in the affected areas was not addressed.
LEVEL 4 Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question. [10-12]

To distinguish between 10 and 12 marks apply the following:

For 10 marks: A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support.

For 11-12 marks: A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support. Award the higher mark for the degree of contextual support.

Eg: Answers will clearly evaluate the issue in the question. Answers will fully discuss the extent of the failure but will discuss the degree of success of the protests. The temporary raising of wages for rural labourers in Southern England affected by the Swing Riots and the reluctance of landowners to use threshing machines were short term successes. However, overall they failed to achieve anything of substance with the punishments being severe with 19 executions and over 500 transported. It could be argued that the Rebecca Riots achieved considerable success through the sympathetic Commission of Enquiry, resulting in the 1844 Turnpike Act that reformed turnpike trusts with tolls being reduced and set distances established between the gates. As a result West Wales had improved roads. The chairman of the enquiry also referred to them as a ‘creditable portion of Welsh history’. However, it could be said that the Rebecca Riots failed, since the Turnpike Act only addressed one of many grievances in West Wales. The problems of the payment of tithes to the Anglican Church, the workhouses, land hunger, rack renting and extreme rural poverty still remained in West Wales. Answers may also refer to the longer term consequences of the overall failure of rural protest in terms of migration from the countryside in search of employment.

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
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<tr>
<td>Threshold performance</td>
<td></td>
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<tr>
<td>1 mark</td>
<td>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.</td>
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<tr>
<td>Intermediate performance</td>
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<tr>
<td>2 marks</td>
<td>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.</td>
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<tr>
<td>High performance</td>
<td></td>
</tr>
<tr>
<td>3 marks</td>
<td>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.</td>
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