INTRODUCTION

This marking scheme was used by WJEC for the 2018 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 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
</tr>
</thead>
<tbody>
<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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Question 1(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understanding of source material</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<td>4</td>
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Question: What do Sources A and B suggest about the results of the Merthyr rising? [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: truck system abolished, MPs in industrial areas, Richard Lewis was hanged.

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: Truck shops abolished no longer paid with tokens, MPs gave urban workers representation in parliament for the first time, hanging of Dic Penderyn shows that the authorities at the time dealt harshly with the rioters; Richard Lewis was seen as a martyr by the working classes; possibly influenced future government reaction to popular protests in Wales.
Question 1(b)

| Target: Understanding of source material; recall and deployment of own knowledge |
|---|---|---|---|
| Mark allocation: | AO1 | AO2 | AO3 |
| | 6 | 4 | 2 |

**Question:** Use Source C and your own knowledge to explain why people began to protest in industrial towns. [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:* The source shows that iron masters cut wages, poor working and living conditions, less money.

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

*Eg:* The source tells us that iron masters like William Crawshay cut workers’ wages in response to declining iron prices; poor working conditions were common and accidents occurred frequently, living conditions were awful as families lived in slums; people began to call for change and wanted parliamentary representation.

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

*Eg:* The source tells us that the actions of iron masters were often responsible for causing industrial unrest; the cutting of wages and sackings by iron masters such as William Crawshay caused resentment among the workers; working conditions and workers rights were ignored leading to the growth of radical ideas and the development of unionism; the call for parliamentary reform to improve workers’ rights was a key element of industrial protest; the truck system common to most industrial areas in South Wales was generally disliked and seen as another oppressive measure forced upon them by the iron masters; the government and authorities were regarded as unsympathetic to the growing urban industrial workforce.
Question 1 (c)

| Target: Understand, analyse and evaluate source material: recall and deployment of own knowledge |
|---------------------------------|---------------------------------|---------------------------------|
| Mark allocation:                | AO1                             | AO2                             |
| 8                               |                                 | 2                               |
|                                 |                                 | 6                               |

Question: How useful are Sources D and E to an historian studying the Chartist movement? [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 the magistrates are thinking of using violence and that any use of force will be attacked. Source E says that they want peace and will not use violence.

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 that the Chartists were ready to use violence. It was from a speech by Feargus O’Connor who was an important Chartist. Source E is useful because it comes from the handbook of the People’s Charter Union. It says that they will not use any force or violence and that they want to protest peacefully.

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 the development of the Chartist movement. Source D is useful because it tells us that Feargus O’Connor approved the use of violence by the Chartists if necessary. It comes from 1839 when the Chartist movement gained a lot of support all over Britain. Source E, is useful as it tells us how the Chartists have changed their attitude to the use of violence by 1848. As it’s from the People’s Charter Union handbook it tells us that the leaders supported this view.

LEVEL 4 Evaluates both sources regarding the specific historical context; reaches reasoned and substantiated judgement regarding their utility for the set enquiry. [7-8]

Eg: Both sources are very useful in finding out about the development of the Chartist movement. Both sources provide valuable insights into the Chartist movement’s attitude towards the use of violence. Source D clearly shows how some Chartist leaders like Feargus O’Connor made it clear to his supporters and the government that the Chartists in 1839 were prepared to use violence and were therefore a threat to law and order. Although he is addressing a group of supporters in northern England it is also a message that was spread all over the country and had the effect that violence was an acceptable means of protest as displayed in the Newport Rising. Source E is very useful as it proves that the Chartist movement had by 1848 turned its back on violence as a legitimate means of protest. It comes directly from the handbook of the People’s Charter Union that suggests that all leaders of the Chartist movement had now decided to protest only by peaceful means and clearly does not threaten the government and preservation of law and order.
Question 2(a)

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge</th>
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<td>Mark allocation:</td>
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<td>AO1</td>
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Question: Describe the activities of the Swing rioters. [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: they destroyed farm machinery, they attacked during the night.

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

Eg: The Swing rioters targeted modern farm machinery such as threshing machines and set fire to hayricks; threatening letters were sent to landowners signed by the fictitious character ‘Captain Swing’. Attacks happened at night and made it very difficult for the rioters to be caught by the authorities. Less violent activities included assembling as a large group to ask for an increase in wages.
Question 2(b)

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

Mark allocation: 
<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tbody>
<tr>
<td>6</td>
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Question: Why was Source F produced in 1843? [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 activities of the Rebecca rioters, it shows them attacking a gate.

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

Eg: The source was produced to show the readers of the London Illustrated News how the Rebecca rioters attacked tollgates. The source shows some of the rioters wearing women’s clothing and acting in a large group. This was published in a London newspaper showing that the events in west Wales were violent and suggests they were organised to some degree.

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

Eg: Source F was typical of a newspaper or magazine illustration depicting the Rebecca rioters at the time. It shows that the main focus of the attacks by Rebecca’s daughters were the tollgates. It accurately shows how some rioters dressed in women’s clothing and suggests that they had a leader as portrayed by the character on horseback. The title ‘The Welsh Rioters’ suggests that the numerous attacks that occurred in 1843 across south west Wales were very violent and portrays them in an unsympathetic light. This probably was produced in 1843 as the Rebecca riots were widely known throughout the nation especially as many reporters from other newspapers had written about the disturbances in south west Wales; 1843 saw the peak of rioting and heightened tensions in rural west Wales.
Question 2(c)

Target: Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication

Mark allocation: AO1 AO2 AO3

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<td>2</td>
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Question: One interpretation is that the turnpike trusts were the main cause of rural unrest in south west 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. [1-2]

*Eg:* The turnpike trusts were the main cause because they made lives hard for people.

**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/or own knowledge of the issue. [3-5]

*Eg:* Answers will show understanding of the named interpretation that the turnpike trust did indeed cause rural unrest and also that other problems existed such as tithe payments. Expect basic contextual support to be given in terms of a judgement, such as there were more tollgates and the farmers were paying a greater amount of money to use the roads. Use of the given evidence will be more apparent than use of own knowledge.

**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. [6-8]

*Eg:* Answers will address the question by offering comment on different interpretations of the main cause of rural unrest in south west Wales. Answers will begin to demonstrate why different interpretations of this issue have been made, possibly with comments on the attitude of the commentators at the time and the views of later historians. Answers will be supported by a greater degree of contextual knowledge regarding this issue. Answers will begin to judge the worth of different interpretations by using their own knowledge and given evidence to comment on issues such as how the understanding of the causes of rural unrest were viewed at the time and in the following years.
LEVEL 4

Recognises and provides substantiated 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 turnpike trusts being the main cause of rural unrest. 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. Answers may comment on the differences in interpretation given by commentators at the time and those writing much later with a greater degree of hindsight.
Question 3

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

Mark allocation: 

<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
<th>SPG</th>
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<tr>
<td>15</td>
<td>4</td>
<td>8</td>
<td>3</td>
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</table>

Question: How far was the development of Radicalism a failure between 1815 and 1822? [12+3]

Use 0 for incorrect or irrelevant answers.

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

Eg: Radicalism was a complete failure. Its protests failed and many people were arrested or killed.

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 focus on the failures of Radicalism during this period. The Spa Fields 1816 meeting and March of the Blanketeers 1817 were crushed by the authorities. The meeting at St Peter’s Field in 1819 was dispersed by soldiers and 11 people were killed. Weak two sided may introduce elements of success such as the mass support gained by radical ideas.

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. On the one hand, the growth of Radicalism can be viewed as a failure because the authorities were determined to deal firmly with any potential protests and did so successfully. This happened at Spa Fields, the March of the Blanketeers, ‘Peterloo’ Massacre and Cato Street Conspiracy. However, Radicalism was a mass movement that gained support from different classes. This was shown by the numbers of people who attended Radical meetings. The tough reaction of the government to the Radical threat also proves how seriously the movement was thought of. Long term success in the form of future reform can also be attributed to the Radical movement.
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 and will discuss the extent of success and failure. Answers may suggest that Radicalism can be viewed as a failure due to the failure to achieve any of its primary aims. Detailed reference to government repression and in particular the Six Acts should be evident in support of the reason for this failure. However, it could be argued that there were key elements of success during this period. It was the first mass political protest movement and successfully showed the political and social problems of the time. The fact that the authorities took the Radical threat seriously shows the extent of power within the movement. While short term failures were evident it may be argued that the longer term success of the Radical movement possibly re-emerging within the Chartist movement can be viewed as an ultimate success.

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>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance 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>
</tr>
<tr>
<td>Intermediate performance 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>
</tr>
<tr>
<td>High performance 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>
</tr>
</tbody>
</table>