



GCE A LEVEL MARKING SCHEME

SUMMER 2023

HISTORY - UNIT 4

DEPTH STUDIES 1–4: BRITISH HISTORY

1100U10-1

1100U20-1

1100U30-1

1100U40-1

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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.

Marking guidance for examiners

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- Advice on the specific question outlining **indicative content** that can be used to assess the quality of the specific response. This content is not prescriptive, and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Third, a final mark for the question can then be awarded.

Question 1

AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

		Value of the sources	Analysis and evaluation of the sources in their historical context	Focus on the question set
Band 6	26–30 marks	The learner shows clear understanding of the strengths and limitations of the sources.	The sources are clearly analysed and evaluated in the specific and wider historical context.	The learner will make a sustained and developed attempt to utilise the sources to directly answer the question set.
Band 5	21–25 marks	The learner considers the strengths and limitations of the sources.	There is some analysis and evaluation of the sources in the specific and wider historical context.	The learner deploys the sources appropriately to support the judgement reached about the question set.
Band 4	16–20 marks	The learner develops a response which begins to discuss the strengths and limitations of the sources.	There is some analysis and evaluation of the sources with an awareness of the wider historical context.	The learner deploys the sources to support the judgement reached about the question set.
Band 3	11–15 marks	The learner uses most of the source material to develop a response.	There is some analysis and evaluation of the sources.	The learner begins to discuss the sources' use in the context of the question set.
Band 2	6–10 marks	The learner uses some of the source material to develop a response.	The learner begins to analyse and evaluate the sources but it is largely mechanical.	The learner attempts to comment on the sources' use but lacks context.
Band 1	1–5 marks	There is limited evidence of the use of the sources.	Sources are used for their content only.	
Award 0 marks for an irrelevant or inaccurate response.				

Candidates will be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

Unit 4 – 1100U10-1

Depth study 1 The mid-Tudor crisis in Wales and England c.1529–1570

Part 2 Challenges facing Mary and Elizabeth c.1553–1570

0 1 Using your understanding of the historical context, assess the value of these three sources to an historian studying the problems facing Elizabeth between 1562 and 1569. [30]

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the three sources. To judge value to the enquiry there should be consideration of the content and the authorship of the sources and of the historical context in which they were produced.

Candidates will consider the value of the sources to an historian studying **the problems facing Elizabeth between 1562 and 1569**. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A Edmund Grindal, the Bishop of London, and Richard Cox, the Bishop of Ely, two of the Commissioners for Ecclesiastical Causes, in a report to the Privy Council (1562)

We have laboured for much of this month to examine the sayer [speaker] and hearers of the mass at Lady Carew's house but can come to no further information. The reason being that neither the priest nor any of his auditors [congregation], not even the kitchen maid, will receive any oath before them but stoutly say they will not swear, and that they will accuse neither themselves nor any other. This we find has grown to be a rule among them. Great trouble may follow if some remedy be not found. Some think that if this priest, Haverd, might be put to some torment and so driven to confess what he knows, he might gain for the Queen's Majesty a good amount of money by the masses that he hath said. This we refer to their Lordships' wisdom.

Marking notes:

The general historical context associated with this source is the early religious policies of the reign of Elizabeth and the efforts to cement a moderately Protestant regime in England. The specific historical context may, include reference to the extent and conduct of recusancy in the kingdom. The source is focused on religious problems indicated by secret masses being held in private houses implicating the householder and servants. The fact that the householder is a member of the aristocracy would be of some concern to the government as the Crown relied on the nobility to help it govern the kingdom. The Ecclesiastical Commission admits it cannot fully investigate the matter due to the non-co-operation and religious commitment of those involved. This is an early sign of recusancy, which posed a potential Catholic threat to the Queen. The Ecclesiastical Commissioners suggest that one way of solving the problem is to turn those providing mass into government informers so that the Crown can benefit financially from through fines and confiscations.

Unit 4 – 1100U10-1

Depth study 1

The mid-Tudor crisis in Wales and England c.1529–1570

Part 2

Challenges facing Mary and Elizabeth c.1553–1570

Source B *A Petition on Marriage and the Succession* presented to the Queen by Thomas Williams, Speaker of the House of Commons (1563)

Your Majesty, we [your] most humble subjects, knowing the preservation of ourselves, and all our posterity, does depend upon the safety of your Majesty's most Royal Person, have most carefully and diligently considered, how the want of Heirs of your body, and certain limitation of succession after you, is most perilous to your Highness, whom God long preserve amongst us. We have witnessed the great malice of your foreign enemies, which even in your lifetime have sought to transfer the dignity and right of your Crown to a stranger. We have noted their daily most dangerous practices against your Life and reign. We have heard of some subjects of this land, most unnaturally confederated [allied] with your enemies, to attempt the destruction of your Majesty, and us all that live by you. We fear a faction of heretics in your Realm – argumentative and malicious Papists, who plot most unnaturally against their country, most madly against their own safety, and most treacherously against your Highness – not only hope for the woeful day of your death, but also lay in wait to advance some title, under which they may revive their unspeakable cruelty, to the destruction of goods, possessions, and bodies, and of the souls and consciences of your faithful and Christian subjects; We see nothing to withstand their desire, but [the preservation of] your life.

Marking notes:

The general historical context associated with this source is political and dynastic problems and the specific historical context may include reference to the Queen's marriage and the succession. The source is focused on Parliament's determination to persuade the Queen to address the twin issues of marriage and the succession. These issues are personal to Elizabeth who resents MPs' interference because it threatens her royal prerogative. Parliament was being used by Elizabeth's ministers to put pressure on the Queen to marry and eradicate the question of succession by providing an heir. The ministers and MPs are concerned that England might be subjected to the "malice of your foreign enemies": the threat of invasion by the Catholic powers of France and Spain was real and greatly feared. There is also a reference to Elizabeth's rival, Mary, Queen of Scots, the "stranger", to whom the foreign powers are seeking to "transfer the dignity and right" of the English Crown.

Unit 4 – 1100U10-1

Depth study 1

The mid-Tudor crisis in Wales and England c.1529–1570

Part 2

Challenges facing Mary and Elizabeth c.1553–1570

Source C A Bill of Complaint submitted to the Court of Star Chamber, which was held in London, by Morgan ap John, a yeoman, against John Wyn ap Hugh, a gentleman (1569)

The ignorant [uninformed] people of Caernarfonshire were induced by the defendant, John Wyn ap Hugh, to help the pirates and they should be indicted [charged] for doing so. The defendant is commonly known to be the chief captain of the pirates and he uses Ynys Enlli as his chief headquarters for storage purposes and has a factor [manager] there who ensures that the pirates' booty is carried to Chester and sold in the city's markets and fairs. The defendant is a man of good countenance, great power, ability and friendship in the county, so that no-one will object ought [anything] against him or his men. The Sheriff fears him and will not pursue or apprehend him and it is said some of the Justices are in league with him. It is said that were he to be brought to trial then no jury will convict him. I appeal to the court to ensure that the law be no longer flouted and that the peace of the county be no longer disturbed.

Marking notes:

The general historical context associated with this source is the social and economic problems of the period, while the specific historical context may include reference to lawlessness and disorder. The source is concerned with the criminal activities of pirates operating in North Wales. They are breaking the law by freely operating in the Irish Sea and off the Welsh coast. There is evidence of the potential complicity of corrupt local magistrates. Lawlessness and disorder accompanied by potential corruption in local politics and government might lead to the breakdown of royal authority. There is potential for protests and rebellion if the problems are not resolved. The essentially local nature of the lawlessness and corruption might suggest that it is an isolated incident but it might also represent a wider problem across the kingdom. The fact that the case against the pirate captain is being heard in a London court of law suggests that the crime is being taken seriously by the government.

Unit 4 – 1100U20-1

Depth study 2

Royalty, rebellion and republic c.1625–1660

Part 2

Civil War, Commonwealth and Protectorate c.1642–1660

0 1 Using your understanding of the historical context, assess the value of these three sources to an historian studying attempts to reach a political settlement during the period from 1642 to 1647. [30]

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the three sources. To judge value to the enquiry there should be consideration of the content and the authorship of the sources and of the historical context in which they were produced.

Candidates will consider the value of the sources to an historian studying the **attempts to reach a political settlement during the period from 1642 to 1647**. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A

Charles I, responding to Parliament's attempts to reach a political settlement, in the pamphlet *His Majesties Answer to the Nineteen Propositions of Both Houses of Parliament* (June 1642)

It was not my fault that ... [you did not pass an Act of Parliament] to clear the Lord Kimbolton, and the five Members of the House of Commons. It was your fault. You inserted objections into both the Preamble and Act, perhaps persuaded to it by some who wish not to settle with me. You have wounded my Honour and my conscience ... by declaring "That no Member of either House, upon any accusation of Treason, could be seized without the consent of that House". However, the known law be "That privilege of Parliament extends not to Treason", for if it did, any Member, no matter how treasonable his Intentions, would be free from me [the King] who would be unable to prevent it ...

To conclude, I demand that you allow me my rights and my share in the Legislative Power. I will no more part with my just rights than with my crown, lest we enable others to take that from me.

I shall be willing to grant a pardon, with such exceptions as I shall think fit.

Marking notes:

The general historical context associated with this source is the pre-war attempt to seek a negotiated settlement, while the specific historical context may include reference to the King's opinion of Parliament's proposals for peace. The source highlights the reason why both sides are unlikely to come to a settlement: there is a chasm between them. Parliament's proposals for a settlement have been rejected by the King who accuses them of wilfulness and blames them for the breakdown in relations. The King is not prepared to give up his powers and, despite what he might say in the source, he is unwilling to share power with Parliament. There are hints of his attitude towards those who oppose him in that he reserves the right to pardon those whom he thinks fit. The source reveals much about the attitude of both sides in that neither wishes to give ground even at the risk of armed conflict.

Unit 4 – 1100U20-1

Depth study 2

Royalty, rebellion and republic c.1625–1660

Part 2

Civil War, Commonwealth and Protectorate c.1642–1660

Source B

Sir John Berkeley, negotiating on behalf of the King, describes his encounter with Cromwell and Ireton in *An Account of the negotiation with Generals Cromwell and Ireton, for restoring King Charles I to the Exercise of the Government of England* (1647)

I had free communication [with Cromwell and Ireton] and inquiring what opinion they had of the Army as to an agreement with the King, they replied that they did believe it was desired by the Officers, and ... [that] for the present, the whole Army is in favour of it. I let them know that I thought that there would be great difficulties which would obstruct the agreement. They assured me that his Majesty would be pressed in none of these [difficulties], and that there was a draft of Proposals which Ireton had drawn up, and which would be voted on by the whole Army, and if his Majesty would consent to them, there would be an end of all difficulties. They thought the sooner his Majesty did it, would be the better, because there was no certainty in the temper [mood] of the Army, which they had observed to have altered more than once already. I assured Ireton that I would endeavour to [persuade] the King to accept the Proposals and make an end of all differences. I also impressed upon him that while his Majesty was concerned to come to a speedy agreement with the Army, he was also concerned that they intended not to agree with him, and in that case his Majesty should secure his escape.

Marking notes:

The general historical context associated with this source is the post-war attempts to seek a negotiated settlement, while the specific historical context may include reference to the mistrust of each side's aims and objections. The source is focused on the work of the King's envoy, Berkeley, who was entrusted with the task of negotiating a settlement with Cromwell and Ireton. The source highlights the King's lack of trust in Cromwell and the army. In stark contrast, it seems that Cromwell and the army were more sincere in their desire to reach a settlement. Even after his defeat in the war, the King was still resisting a settlement with men he considered to be liars and traitors. The King wanted a full restoration of his power but this was clearly unrealistic. The King's distrust of Cromwell and Ireton was such that even as he negotiated he was planning to escape: there was clearly no basis or desire for a settlement. It is also suggested that the Army cannot be fully trusted because they might change their minds and end the negotiations.

Unit 4 – 1100U20-1

Depth study 2

Royalty, rebellion and republic c.1625–1660

Part 2

Civil War, Commonwealth and Protectorate c.1642–1660

Source C Robert Baillie, a leading Scottish Presbyterian minister living in London, writing in a letter to William Spang, his friend in Edinburgh (July 1647)

These matters of England are so extremely desperate, that now twice they have made me sick. The cowardice of the better part of the City [of London] and Parliament has permitted a company of silly rascals, which consists of no more than fourteen thousand horse and foot [the New Model Army], to make themselves masters of the King, Parliament and City, and [thus] of all England; so that now the disgraced Parliament is a committee to act at their [the army's] pleasure ... I know the people of England are long weary of the Parliament, and always hated the sectaries [religious sects]. On the other part, the King is much pitied, so if they [the army] do not give him contentment, he will overthrow them. If he and they agree, our hands are bound: we will be able, in our present posture, to do nothing; and whom do we go to help, when no-one calls but the King? Parliament and the City ... are ready to declare against us [Presbyterians]. But, if the King would call, I do not doubt we could raise the best army ever for the crushing of these serpents [Parliament and the City], enemies to God and man.

Marking notes:

The general historical context associated with this source is the prevailing political chaos associated with the Army's growing power. The specific historical context may include reference to news of the state of negotiations between the King, the Army, Parliament and, as a new player in the negotiations, the City of London authorities. The source highlights the complexity of the situation as expressed by an eyewitness and based on a combination of official bulletins and hearsay. The author is concerned about the implications for him and his fellow Presbyterians should negotiations for a lasting peace fail. His letter highlights the fact that deep distrust marked the relationship between the various groups. Parliament is heavily criticised and the contemporary perception is that it has little power, being overawed by both the army and the City of London authorities. The author suggests that there is little prospect of reaching a settlement and that this is due to the chaos and confusion of the time. The author is only interested in seeking religious peace and freedom and is prepared to fight in favour of the King (who has no love of Presbyterians) if necessary to achieve these essentially selfish aims.

Unit 4 – 1100U30-1

Depth study 3

Reform and protest in Wales and England c.1783–1848

Part 2

Protest and campaigns for social reform c.1832–1848

0 1 Using your understanding of the historical context, assess the value of these three sources to an historian studying popular protest during the period from 1839 to 1848. [30]

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the three sources. To judge value to the enquiry there should be consideration of the content and the authorship of the sources and of the historical context in which they were produced.

Candidates will consider the value of the sources to an historian studying **popular protest during the period from 1839 to 1848**. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A The Hansard report of a speech by Thomas Attwood, MP for Birmingham, to the House of Commons (14 June 1839). Hansard is the official record of the proceedings of the House of Commons.

The Chartist petition originated in the town of Birmingham ... and it was now presented to the House with 1,280,000 signatures, the result of not less than 500 public meetings, which had been held in support of the principles contained in this petition. At each of those meetings there had been one universal anxious cry of distress, which Attwood claimed had been long disregarded by the House yet had existed for years ... He hoped the House would listen to what he said, and would afford due attention to a petition so universally signed, and that the House would not say because the petitioners were merely humble working men that their opinions should be disregarded and that their grievances should not be considered and redressed ... He never, in the whole course of his life, recommended any means or proposed any doctrine except peace, law, order, loyalty, and union, and always in good faith ... He washed his hands of any appeal to physical force. He criticised all such notions – he rejected all talk of arms, wishing for no arms but the will of the people, legally, fairly, and constitutionally expressed ... He was confident they would ultimately secure the attentive consideration of the House ... This produced loud laughter at the gigantic dimensions of the petition.

Marking notes:

The general historical context for the source is the disappointment with the Great Reform Act and the impact of the economic depression. The specific context is the petition, its reference to the Charter itself in 1838 and the economic distress of the late 1830s. The source is an accurate record of the arguments Attwood used to persuade the House of his sincerity and it is of particular value to the historian as an indication of the division within the ranks of the Chartists, as Attwood disavows the use of physical force. The source also makes clear the amusement of the House when the petition was presented – it was clearly not impressed. Attwood will be known from his leading role in the formation of the Birmingham Political Union in 1830 and also as one of the prime movers of the early Chartist movement. He is one of the few Chartist leaders to have been elected to the House of Commons and the source provides a valuable insight into the aims and methods of the Chartist movement.

Unit 4 – 1100U30-1

Depth study 3

Reform and protest in Wales and England c.1783–1848

Part 2

Protest and campaigns for social reform c.1832–1848

Source B Thomas Campbell Foster, a journalist writing in *The Times* newspaper about a meeting of Rebecca supporters at Penlan, Carmarthenshire (7 August 1843)

I learned that the meeting was to take place in the barn at a solitary farm at nine o'clock ... My Welsh guide and I made our way about a mile along some lanes and then struck into a path across the fields and in a short time arrived at the place of the meeting ... To this centre the farmers from the surrounding farmhouses kept coming by different pathways ... In the barn was one small round table with one small candle burning upon it, throwing a feeble light on the figures of about seventy men, all seated, whilst others that I could not see were in every corner ... Most of those present were evidently respectable farmers ... The Chairman wished to make known a circumstance which might not be known to all – that the government had sent down Commissioners to look at the way in which the trustees (of the Turnpike Trusts) managed their accounts ... A farmer said [of the Commissioners] “It is one of the best things that ever came into this country – to see persons well off in the world come and try to take away the grievances of the poor, because when we elect members of Parliament they do just as they please and so we have no voice.”

Marking notes:

The source – a journalist’s account of a Rebecca meeting published in the leading newspaper, the *Times*, in London – made the Rebecca movement an issue of national interest. The general context is the prevailing social and economic conditions in West Wales which form the background to Rebecca. The specific context is the flashpoint of the Turnpike Trust issue and the government’s decision to send commissioners to investigate abuses. The source has value to the historian as a first-hand account by a journalist of events in West Wales. The secretive nature of the meeting is evident but also important is the description of the participants as “respectable farmers”. The implication is that despite the farmers’ scepticism about Parliament and their frustration, they are gratified by the response of government and unlikely to indulge in the violent behaviour seen earlier. The source is also valuable in highlighting the fact that the poor have grievances and that the government has been sufficiently exercised to intervene in the vexed issue of Turnpike tolls.

Unit 4 – 1100U30-1

Depth study 3

Reform and protest in Wales and England c.1783–1848

Part 2

Protest and campaigns for social reform c.1832–1848

Source C

Lord John Russell, the Prime Minister, writing in a letter to Queen Victoria, who had been temporarily moved by the government to the Isle of Wight, reporting on the Chartist meeting on Kennington Common (10 April 1848)

I have the honour to state that the Kennington Common meeting [of the Chartists] has proved a complete failure. About 12,000 or 15,000 Chartists met in good order. Feargus O'Connor, upon coming to Kennington Common, was ordered by the Metropolitan Police Commissioner to come and speak to him. O'Connor immediately did so and, looking pale and frightened, was told that no procession would be allowed to pass the bridges [into central London]. He expressed the utmost thanks and shook the Commissioner by the hand. O'Connor then addressed the crowd, advising them to disperse, and after rebuking them for their folly he went off in a cab to see the Home Secretary to whom he gave assurances that the crowd would disperse quietly ... Another three cabs took the Chartist petition to Parliament. The mob was in good humour and any mischief that now takes place will be the act of wicked individuals. It is to be hoped that [the government's] preparations will deter them. The accounts from the country are good. Scotland is quiet. At Manchester, however, the Chartists are armed and have bad designs [intentions] ... I trust your Majesty is profiting from the sea air.

Marking notes:

The general context of this source, a letter sent to the Queen, who had been sent to the Isle of Wight as a precaution, is the background to the Chartist movement and the revolutions in Europe in 1848. The specific context of this source is the Kennington Common Chartist demonstration and the government's extensive preparations to meet the threat (mentioned in the source). The source is valuable for its portrayal of O'Connor as a weak leader and the debate about O'Connor's qualities may be deployed. The source also mentions the last Chartist petition to be presented to Parliament as well as the unsettled state of the country. Nonetheless the tone of relief in Russell's letter is palpable – the government had obviously been very concerned at the Chartist threat. As a confidential letter from a Prime Minister to his sovereign the source has considerable evidential value about a key event in the history of the Chartist movement.

Unit 4 – 1100U40-1

Depth study 4 **Politics and society in Wales and England c.1900–1939**

Part 2 **Economic and social challenges in Wales and England
c.1918–1939**

0 1 **Using your understanding of the historical context, assess the value of these three sources to an historian studying political change in Britain during the period from 1922 to 1929.** **[30]**

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the three sources. To judge value to the enquiry there should be consideration of the content and the authorship of the sources and of the historical context in which they were produced.

Candidates will consider the value of the sources to an historian studying **political change in Britain during the period from 1922 to 1929**. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A Leo Amery, a government minister, in a diary entry (19 October 1922)

The meeting opened at 11 o'clock and much greater volume of cheering for Bonar Law than for Austen was an indication which way the wind was blowing. Austen opened with a very set speech ... the ideas underlying his remarks being apparently that it was not for Unionists alone to decide the question of prime ministership after an election in which they had enjoyed Liberal support. The speech received rather a cold welcome and Baldwin, who followed with a short speech to the effect that he did not want the prime minister's dynamic force to break up the Unionist Party as it had broken up the Liberals, got a much greater reception. A resolution was then introduced in favour of independence of the Party. Bonar Law then pulled himself up and, after one of his characteristic speeches, made it quite clear that the Party ought to go to the election with a mind to winning on its own. This evoked tremendous enthusiasm and settled the business.

Marking notes:

The general historical context associated with this source is that in 1922 the Conservative Party wanted more independence to fight the 1922 election. The specific historical context may include reference to the Carlton Club meeting of 1922 that denounced the current coalition government and the leadership of David Lloyd George. This meeting effectively saw the Coalition government come to an end, the fall from office of Lloyd George and, debatably, the further decline of the Liberal Party and rise of the Labour Party as the party of opposition. The source is a diary entry by Leo Amery, a government minister present in the meeting, and would have value in showing the mood of the meeting and what transpired. Although supportive of the Conservatives there is a clear value in showing how the Conservative Party was united in its belief that it was time for them to go it alone and fight independently to form a new Conservative government.

Depth study 4

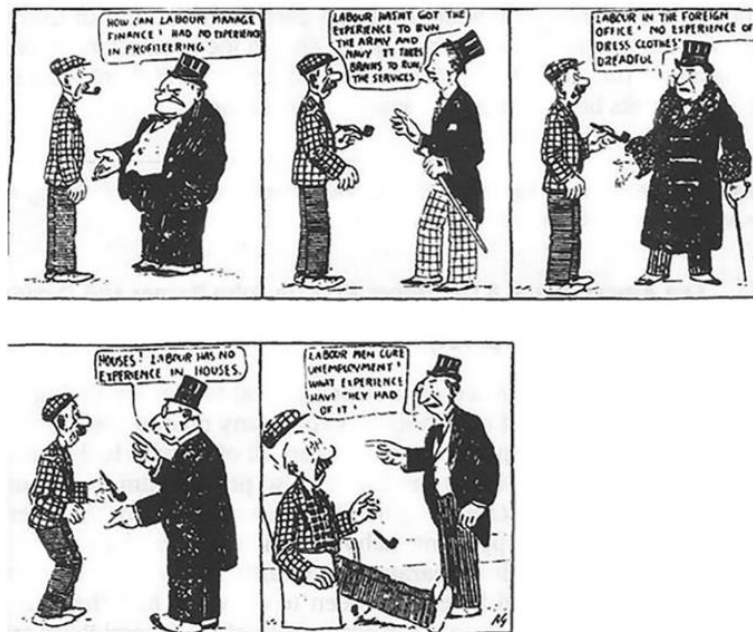
Politics and society in Wales and England c.1900–1939

Part 2

Economic and social challenges in Wales and England c.1918–1939

Source B

AG, a political cartoonist, satirising establishment views of the Labour Party in the left-wing newspaper *The Daily Herald* (January 1924). The captions read: How can Labour manage finance? Had no experience in profiteering; Labour hasn't got the experience to run the army and navy. It takes brains to run the services; Labour in the Foreign Office? No experience of dress clothes [formal wear]. Dreadful; Houses! Labour has no experience in houses; Labour men cure unemployment? What experience have they had of it?

**Marking notes:**

The general historical context associated with this source is that the Labour Party is being criticised for its lack of experience in political matters. The specific historical context may include reference to the fact that, in 1924, the first Labour government was on the verge of taking office and was being criticised for being unfit to govern. The source is a cartoon in a left-wing publication and has value as it is mocking the idea that Labour has no experience of various issues when the very same issues are in fact matters that have concerned the Labour Party and members for a long time. Being a left-wing publication it is clearly in favour of the Labour government and is critical of establishment figures, satirising their criticisms of Labour.

Unit 4 – 1100U40-1

Depth study 4

Politics and society in Wales and England c.1900–1939

Part 2

Economic and social challenges in Wales and England c.1918–1939

Source C The Hansard report of a speech by Colonel Applin, Conservative MP for Enfield, to the House of Commons (29 March 1928). Hansard is the official record of the proceedings of the House of Commons.

There are at least 75 per cent of the people of this country who do not want this thing rushed through now. I feel certain that I am right ... It will give the women the power over the finances of the country ... I do not believe that women want it. I do not believe that there is any demand whatever. I am certain that the women of the country realise, as many older women do, that a franchise on equal terms with men carries with it equal duties ... You will find no women in the stokehold of a ship or in the Navy; you find no women down the coal mines to-day, and I thank God for it; you find no women in blast furnaces. Women cannot physically perform these duties. Therefore, it is a very dangerous thing for women to demand something without realising what that may involve. Whatever happens, it must involve going into the rough and tumble of life. It must mean taking on grave responsibilities, which would perhaps be too great a burden for women. Imagine a woman introducing her Budget, and in the middle of her speech a message coming in "Your child is dangerously ill, come at once." I should like to know how much of that Budget the House would get and what the figures would be like.

Marking notes:

The general historical context associated with this source is the criticism of the role of women in society and their ability to function in the world of work and within government. The specific historical context may include reference to the attempts to give political rights to women through the Representation of the people Act, 1928 which was to give equal voting rights to women on the same basis as men for the first time. It would, in effect, make women the majority of voters for the first time. The views of Colonel Applin were not the majority view at the time as the Bill passed through Parliament with much support from all political parties. The source is a speech in the House of Commons, recorded in Hansard and has value in that it shows that not everyone was in favour of the change and that traditional attitudes were still held by some.

Questions 2 and 3

AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	26–30 marks	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	21–25 marks	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	16–20 marks	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	11–15 marks	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	6–10 marks		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	1–5 marks		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

Candidates will be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

Unit 4 – 1100U10-1

Depth study 1 The mid-Tudor crisis in Wales and England c.1529–1570

Part 2 Challenges facing Mary and Elizabeth c.1553–1570

0 2 “The factional conflict between Paget and Gardiner was the most significant challenge faced by Mary I during her reign.” Discuss. [30]

Candidates will offer a supported analysis of the factional conflict between Paget and Gardiner that determines its significance in the context of the challenges faced by Mary I during her reign. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the factional conflict between Paget and Gardiner was the most significant challenge faced by Mary during the specified period may include the following.

- Paget and Gardiner were two of the most talented and influential ministers in Mary’s government.
- They led powerful factions that had the potential to cause upheaval at Court and for violent disorder or rebellion in the country.
- Paget represented the political or secular elite whilst Gardiner represented the clerical elite.

Arguments that suggest the factional conflict between Paget and Gardiner was not the most significant challenge faced by Mary during the specified period may include the following.

- Religion presented Mary with serious challenges such as leading the Counter-Reformation and the restoration of Roman Catholicism.
- There were political challenges caused by disgruntled elites such as Wyatt and were linked to anti-Spanish feeling.
- Economic challenges such as inflation and enclosures brought much pressure to bear on Mary and the Crown’s finances.
- Protest and rebellion such as that led by Wyatt and the growing anger at the burning of Protestants.
- The war with France was a serious drain on the Crown’s finances and its negative impact was compounded by the fear of defeat.

Unit 4 – 1100U10-1

Depth study 1 The mid-Tudor crisis in Wales and England c.1529–1570

Part 2 Challenges facing Mary and Elizabeth c.1553–1570

0 3 How significant was the translation of the Scriptures into Welsh to the success of Elizabeth I's religious policies in Wales and England in the period up to 1570? [30]

Candidates will offer a supported analysis of the translation of the Scriptures into Welsh, and measure its significance to the success of Elizabeth I's religious policies in Wales and England; in relation to other relevant issues and in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the translation of the Scriptures into Welsh contributed significantly to the success of Elizabeth I's religious policies during the specified period may include the following.

- The translation of the scriptures was the cornerstone of the Protestant policy of conversion across the whole kingdom.
- The translation into Welsh followed the example of the translation into English of the scriptures.
- The translation was essential if Elizabeth's religious policies were to have any effect in Wales.
- It was evidently considered significant by the Crown and government given the time set aside for the legislation to be drawn up and debated in Parliament.

Arguments that suggest the translation of the Scriptures into Welsh were of lesser significance to the success of Elizabeth I's religious policies during the specified period may include the following.

- Wales represented a very small part of the kingdom – less than 10 per cent of the population.
- The enforcement of the Religious Settlement of 1559 was the key part of Elizabeth's religious policy.
- The Act for the Translation (1563) was but one of a number of Parliamentary acts to deal with religion in this period.
- Resolving controversial issues such as the Vestiarian controversy contributed more to the success of Elizabeth's religious policy.
- Combatting recusancy and Puritanism were more significant in establishing the Anglican Church – a key feature of Elizabeth's policy.

Unit 4 – 1100U20-1

Depth study 2 Royalty, rebellion and republic c.1625–1660

Part 2 Civil War, Commonwealth and Protectorate c.1642–1660

0 2 Evaluate the reaction in Wales to religious change during the period from 1642 to 1660. [30]

Candidates will offer a supported appraisal of the reaction in Wales to religious change in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that there was a significant reaction in Wales to religious change during the specified period may include the following.

- The Welsh reacted favourably to the free publication and dissemination of tracts that had been banned under the previous Anglican control. This led to a corresponding freedom of discussion.
- The Commonwealth enabled Puritans to shape the established church and turn it towards their beliefs.
- The *Act for the Better Propagation and Preaching of the Gospel in Wales* (1650) led to an increase in preachers and educational opportunities.

Arguments that suggest that the reaction in Wales to religious change was not so significant during the specified period may include the following.

- 278 Anglican clergy were ejected from their livings by Commissioners appointed under the terms of the Act.
- *Approvers* such as the Puritan Vavasor Powell removed many clergy from their livings and appointed itinerant preachers to spread Puritan ideas across Wales.
- An itinerant ministry left many parishes with fewer clergy to minister to the needs of local congregations.
- New sects, such as the Congregationalists, Fifth Monarchists, Ranters and Seekers, sprang up, denouncing the state Church.
- This challenge to secular authority led to conflict and violent clashes with the authorities.

Unit 4 – 1100U20-1

Depth study 2 Royalty, rebellion and republic c.1625–1660

Part 2 Civil War, Commonwealth and Protectorate c.1642–1660

0 3 To what extent was Oliver Cromwell's approach to government responsible for the challenges he faced between 1649 and 1658? [30]

Candidates will offer a supported appraisal of Cromwell's approach to government that measures the degree to which it was responsible for the challenges he faced; in relation to other relevant issues and in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Oliver Cromwell's approach to government was responsible for the challenges he faced during the specified period may include the following.

- Cromwell's reliance on the army caused resentment. He was accused of presiding over a military dictatorship.
- The Major-Generals experiment was a failure and was unpopular.
- Conflict with Parliament added to Cromwell's growing unpopularity.
- His arbitrary approach to rule gave rise to an opposition who accused Cromwell of dictatorship.
- Cromwell failed to fully appreciate, let alone resolve, religious concerns and tensions.

Arguments that suggest Oliver Cromwell's approach to government was of lesser responsibility for the challenges he faced during the specified period may include the following.

- Conflict between Puritans and some other dissenting sects were long standing and had little to do with Cromwell. This led to increasing religious tension.
- Some of the Major-Generals were weak and incompetent, which undermined Cromwell's rule.
- Some radical MPs contributed to political tension and actively undermined Cromwell because they sought to achieve their own personal ambitions.
- The growth of royalist sentiment in the country led to the formation of a royalist party that sought to restore the monarchy.

Unit 4 – 1100U30-1

Depth study 3 Reform and protest in Wales and England c.1783–1848

Part 2 Protest and campaigns for social reform c.1832–1848

| | | |---|---| | 0 | 2 | |---|---| How successful were the Whig reforms in dealing with social problems during the period from 1833 to 1841? [30]

Candidates will offer a supported analysis of the Whig reforms that measures their successes and limitations and/or failures in dealing with social problems in the context of the period specified. Other relevant issues may – but do not have to – be drawn upon to provide comparison where relevant. Candidates will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the Whig reforms successfully dealt with social problems during the specified period may include the following.

- The issues surrounding the Report of the Commission into the Poor Law and the reduction in costs which had been a significant issue for ratepayers were resolved.
- There was a successful attempt to reduce working hours of children and young persons in the factories. Inspectorial systems and investigatory commissions were applied to significant areas of social reform in the following decades.
- The first government grant to education set a trend for the ensuing decades.
- The reform of local government in the Municipal Corporation Act, 1835 set a standard for local implementation of social reforms and the elimination of corruption. The introduction of Births, Deaths and Marriages registration also backed up implementation of factory and education reform.

Arguments that suggest the Whig reforms did not successfully deal with social problems during the specified period may include the following.

- The controversy over the treatment of the poor in workhouses and the problems of implementing the Poor Law Amendment Act, especially in the north of England.
- The limitations of the 1833 Factory Act, which required further substantial legislation. The educational reforms failed to reduce religious antagonism in the provision of schooling.
- There was excessive reliance on utilitarian methods, and this was to prove unpopular.
- The government failed to keep expenditure under control resulting in a Conservative revival at the polls.

Unit 4 – 1100U30-1

Depth study 3 Reform and protest in Wales and England c.1783–1848

Part 2 Protest and campaigns for social reform c.1832–1848

0 3 “Sir Robert Peel did more harm than good to the Tory Party in his attempts to modernise it.” Discuss. **[30]**

Candidates will offer a supported analysis of Peel’s attempts to modernise the Tory Party that determines their effectiveness in comparison to the harm caused. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Peel did more good than harm to the Tory Party in his attempts to modernise it may include the following.

- The Tamworth Manifesto was important in establishing the Tories as a political party of moderate reform.
- Peel’s organisational measures, tactical moves and campaigning led to the substantial 1841 election victory.
- There was an attempt to align the party with a free trade policy in tune with the needs of a developing industrial society; Peel was responsible for laying the foundations of mid- Victorian prosperity.
- The reforming ministry (1841–1846) oversaw significant financial, commercial and social reforms.

Arguments that suggest that Peel did more harm than good to the Tory Party in his attempts to modernise it may include the following.

- Peel was unable to match his skills as an executive leader with that of a party manager; demonstrating an insensitivity to the voices of his backbenchers.
- Peel had a reputation for prevaricating, or worse, performing a series of volte-face, on key issues, for example, Catholic Emancipation, Irish educational issues and the Corn Laws, which undermined the unity of his party.
- The disastrous split over the repeal of the Corn Laws condemned the Tory Party to nearly 30 years without a majority in the Commons.
- Peel’s followers left the Tories and helped the formation of the Liberal Party, Gladstone being the prime example

Unit 4 – 1100U40-1

Depth study 4 Politics and society in Wales and England c.1900–1939

**Part 2 Economic and social challenges in Wales and England
c.1918–1939**

0 2 “The lack of effective government action was responsible for the suffering and hardship of the people of Wales and England between 1918 and 1939.”

Discuss.

[30]

Candidates will offer a supported analysis of the lack of effective government, determining how far it was responsible for the suffering and hardship of the people, in relation to other issues and in the context of the period specified. Candidates are expected to debate that suffering considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the lack of effective government action was responsible for the suffering and hardship of the people during the specified period may include the following.

- The lack of government action in dealing with post-war economic and social challenges.
- The response of the Labour governments to social and economic issues and their limited impact on society.
- The limited reform packages introduced during the 1930s to alleviate the suffering and hardship endured in some regions.
- Some candidates may note the limited ability of national government to address a world-wide economic slump during the period.

Arguments that suggest that the lack of effective government action was not responsible for the suffering and hardship of the people during the specified period may include the following.

- Improvements in health and housing were made and there were also attempts to develop significant markets and trading agreements.
- The introduction of re-armament in the later 1930s did much to alleviate the stress caused by the depression years.
- Often it was the confrontational attitudes of Trade Unions that led to industrial disputes, which in turn increased the suffering and hardship of the people of Wales and England.

Depth study 4	Politics and society in Wales and England c.1900–1939
Part 2	Economic and social challenges in Wales and England c.1918–1939

Candidates will offer a supported appraisal of the role and status of women in Wales and England, measuring the degree to which this role changed; in relation to other relevant issues and in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

- There were significant developments in voting rights in this period and they had a substantial impact on women's fight for equality.
- Women had a developing role in the world of work in this period.
- Improvements in health and housing, had an effect on the lives of women, as did their increased presence in the world of sport and leisure.
- Legislation relating to marriage and property law also had an impact on the role and status of women.

- The 1918 representation of the People Act did little for women's equality and they were still seen as of less importance than men.
- The return to pre-war practices undid all the good work women had done during the war, and any developments in the world of work did little to change discriminatory attitudes.
- Attitudes were very slow to change, with Trade Unions and industry being very reluctant to employ women. As such, their traditional roles dominated society's views partly because sex discrimination laws like other laws, did not go far enough to protect women from unfair treatment.
- During the depression of the 1930s it could be argued that women suffered the most due to the pressure of home, work and family.