



**GCSE MARK SCHEME**

**SUMMER 2015**

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

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

## NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 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:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format
<b>Level 3</b>	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
<b>Level 4</b>	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

## PAPER 4271/01

## UNIT 1: STUDY IN-DEPTH

## POPULAR MOVEMENTS IN WALES AND ENGLAND, 1815-1848

## MARKING SCHEME

## QUESTION 1

## Question 1 (a)

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

Question: **What do Sources A and B suggest about how the authorities dealt with industrial protests?** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Source A shows that Dic Penderyn was hanged. Source B shows that the many Chartists were arrested and the leaders were transported for life.*

**LEVEL 2** **Uses the content of both sources in their historical context. If answer is imbalanced in use of sources award 3 marks.** [3-4]

*Eg: The sources suggest that those found guilty of involvement in industrial protests were severely punished. Source A shows the fate of Dic Penderyn, who was hanged by the authorities to make an example of him. Source B shows that over 200 Chartists were arrested, with very severe punishments being at first decided upon. Despite the reduction of the sentences for the Chartist leaders, transportation was still considered to be a harsh punishment, showing the determination of the authorities to punish protestors.*

**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 Chartism appealed to many people.** [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 says that Chartism appealed to different groups of working people as well as some of the middle class. They wanted their lives to improve.*

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

*Eg: Source C shows that Chartism had broad appeal to many different people and this is why it became popular. Working class people believed their lives would improve with the advent of parliamentary reform promised by the Six Points of the Charter. Middle class people had felt let down by the 1832 Reform Act and the Charter contained many ideas that appealed to Radicals.*

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

*Eg: Chartism appealed to many different sections of the working and middle classes for many different reasons. Its focus upon parliamentary reform as a means of improving people's lives united these people behind it. The Six Points of the People's Charter, such as a vote for every man over 21, the secret ballot, M.P.'s to be paid and no property qualifications for M.P.'s, would if granted, ensure widespread representation of the people in Parliament. It was believed by many groups that this would have led to improvements in the lives of many. Many people were attracted by the non-violent methods of the early Chartists, whilst some people became Physical Force Chartists as the movement developed.*

**Question 1 (c)**

Target:	Understand, analyse and evaluate source material: recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
8	2		6

Question: **How useful are Sources D and E to an historian studying industrial protests during this period?** [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 there was a terrific fight in Merthyr during the Rising and that some people were killed, with many injured. Source E says that the men armed with various weapons were to seize people in authority and obey the orders of their leaders.*

**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 the violence that occurred outside the Castle Inn during the Merthyr Rising. It was written by the Merthyr ironmaster William Crawshay in his book describing the Rising. Source E is useful because it shows the preparations for the Chartist rising in Newport. It was written by a Chartist as part of evidence to be given at his trial.*

**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 industrial protests. Source D is useful because not only does it describe the events outside the Castle Inn, but because it reflects the view of an eye-witness who undoubtedly viewed the events from the perspective of the authorities/ironmasters. Source E, also written at the time, is useful first-hand information of what the intentions of the Chartists were. It provides information from a Chartist's point of view and is possibly biased.*

**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 industrial protests during this period. Both sources provide valuable insights into the events at the Castle Inn and during the Chartist march on Newport. Source D is clearly biased against the crowd, as is shown by the language used and the fact that it focuses upon the injuries to the soldiers. Crawshay is clearly attempting to portray a particular version of the events. Source E provides a perspective from an industrial protestor, making it a valuable counter-source to Source D. It clearly shows the wider intentions of the Chartist movement, although it needs to be taken into account that it was part of evidence due to be presented at his trial and may be aimed at portraying him in a better light. Both sources are therefore extremely useful, when used alongside other available historical evidence.*

## QUESTION 2

### Question 2(a)

Target:	Recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
4	4		

Question: **Describe the tactics used by the Rebecca Rioters.** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Men, dressed as women with their faces blackened for disguise, attacked and destroyed toll-gates at night. Threatening letters were sent.*

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

*Eg: The Rebecca Rioters used a variety of tactics. The destruction of the toll-gates had a ceremonial aspect to it, based upon a passage in the Bible. Threatening letters were sent to landowners and to clergy who were demanding the payment of tithes. Salmon weirs were attacked and in 1843 the Carmarthen workhouse was attacked by Rebecca supporters as it symbolized the hardship of their lives.*

**Question 2(b)**

Target:	Understand and analyse source material; recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>		<b>4</b>

Question: **Why was Source F produced in the 1830s?** [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 that agricultural labourers lived in desperate poverty and as a result were driven to rick burning.*

**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 the poverty that existed in rural communities, shown by the empty cupboard and starving children. It would show its readership that these were the conditions that had and were driving agricultural labourers to commit acts of rick burning, shown by the devil whispering in the man's ear. As a cartoon it may have been produced to illustrate the issues involved.*

**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 the kind of cartoons published in contemporary magazines such as Punch. As such it may have been meant to show its readership the great poverty that still existed amongst agricultural labourers of the time. The cartoon is relatively sympathetic to the 'rick burner' by showing the desperate conditions prevalent and would probably have been viewed by a middle class audience who were unaware of such conditions. The cartoonist could clearly use images such as the devil to convey this particular message to the readership.*

## Question 2(c)

Target:	Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	2	2	6

Question: **One interpretation is that the Rebecca Riots were very successful.**

**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 Rebecca Riots were successful because a law was passed to improve the roads. Expect heavy reliance on the use of given evidence.*

**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 as a result of the riots, the tolls were simplified, reduced and Rebecca supporters had won a great victory. They will also 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 focus of the riots being the tollgates as opposed to the many wider factors that contributed to their outbreak. 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 success of the Rebecca Riots. There could be some support of the interpretation. Answers will begin to demonstrate why different interpretations of this issue have been made, possibly with comments on the attitudes of the Rebecca rioter, a wealthy landowner 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 riots 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 success of the Rebecca Riots. 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 a Rebecca rioter, someone in a position of wealth and authority and those writing much later with a greater degree of hindsight when a far wider perspective has been taken.*

## QUESTION 3

### 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: **Did Radicalism achieve any success during the period 1815-22?** **[12+3]**

Use 0 for incorrect or irrelevant answers.

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

*Eg: Radicalism achieved little success during this period. Its protests failed and many people were arrested; some were 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 generally assert that Radicalism did not achieve any success during this period. The Spa Fields meeting 1816 and the 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 answers may introduce the idea of mass support for Radicalism as a means of explaining an element of success.*

**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 Radicalism was a mass movement that attracted support from different classes. This was shown in the numbers of people who attended Radical meetings. The authorities clearly took the Radical threat seriously and in the longer term reform did begin to take place. However, in the short term, Radicalism was a failure as the authorities were determined to deal firmly with protest. This is shown by what happened at protests such as Spa Fields, the March of the Blanketeers, the 'Peterloo' Massacre and the Cato Street Conspiracy. The Six Acts also showed the power of the government at the time.*

**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 or for a very sophisticated analysis.

*Eg: Answers will clearly evaluate the issue in the question and will discuss the extent of success and failure. Radicalism could certainly have been perceived to be a failure due to the fact that it failed to achieve any of its aims. Expect detailed reference to Government repression and in particular the Six Acts that were passed to stamp out Radicalism. However, it could also be argued that in some ways Radicalism did achieve some success during this period. It was the first mass political protest movement in the country and articulated the political and social grievances of many people. The fact the authorities took it so seriously shows the power of the movement. Despite the repression of this period, the ideas of the Radical movement were not suppressed and re-emerged in the form of Chartism. In the longer term, reform began to take place.*

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

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.