



GCSE MARKING SCHEME

SUMMER 2016

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

INTRODUCTION

This marking scheme was used by WJEC for the 2016 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:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format
Level 3	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
Level 4	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 the causes of rural protest during this period?** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: Source A shows that there were many reasons for the Swing riots, such as poverty, poor harvests and threshing machines. Source B shows that there were many roads in part of South West Wales.

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

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

Eg: Source A shows that the reasons for the Swing Riots were many and varied. There was widespread poverty and unemployment that had led to the Poor Rate being cut. Poor harvests and the use of threshing machines had worsened the situation. Source B clearly shows that there were many turnpike roads in this area of South West Wales. This meant that people had to go through many toll gates to make their journey. This would have increased discontent in these areas and contributed to the outbreak of the Rebecca Riots.

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 the Rebecca Riots ended.** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Source C shows that the Rebecca Riots ended because the rioters felt that their issues were finally being addressed. Mass meetings were now held, such as the one at Mynydd Sylen near Llanelli.

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

Eg: Source C shows that one of the main reasons why the Rebecca Riots ended was because the authorities had taken notice and had begun to address some of the rioters' grievances by looking into the problems in West Wales. As a result they now moved away from violent tactics to holding mass meetings, such as the one at Mynydd Sylen near Llanelli. However, there were other reasons for the ending of the riots. Harsh punishments and the arrival of many troops persuaded the rioters to change their tactics to a more moderate approach.

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 gives one reason why the Rebecca Riots ended. The fact that the government had now begun to take notice of the grievances of the protestors and that a Commission of Enquiry into the riots was to be set up, persuaded many that the violence associated with the riots was unnecessary. However, the riots also ended due to other factors. Many of the original protestors were being harmed by the actions of troublemakers such as Shoni Sgubor Fawr and Dai'r Cantwr, which had resulted in the death of a tollkeeper at Pontarddulais. The aims of the original protestors were being lost and disillusionment had set in. The authorities had poured troops into the area and harsh sentences were being passed on rioters. Rewards were offered for information leading to their capture. These had dissuaded many from continuing with their previous tactics.

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 rural protests in Wales and England?** [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 the soldiers had difficulty in capturing the Rebecca rioters and that the destruction of the gates was continuing. Source E shows us that £50 was being offered as a reward for information on the Swing rioters.

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 authorities were unable to prevent the destruction of the toll gates that was taking place in West Wales. It was written by the journalist Thomas Campbell Foster for The Times newspaper at the time of the events. Source E is useful because it shows the attempts of the authorities to catch the Swing Rioters by offering rewards. It shows that the Swing rioters sent threatening letters.

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 rural protests in Wales and England at this time. Source D is useful because it clearly describes the failure of the authorities to contain the Rebecca Riots. It also shows how the methods used by the government were not, in the opinion of Foster, going to be productive. This reflects the view of an eye-witness who does not appear to be biased. Source E is useful primary evidence because it clearly provides first-hand information about the attempts of the authorities to capture Swing rioters and the extent to which they would go to do so. It reflects that attitude of the authorities towards the rioters by the language used.

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

Eg: Both sources are very useful in finding out about events during the rural protests in Wales and England during this period. They provide valuable insights into the difficulties the authorities faced in trying to capture rural protestors. Source D is a relatively unbiased account from a journalist who was sent to West Wales to report on the Rebecca Riots. His account would have informed a wealthier readership throughout the country of the events in West Wales and forms an important part of our knowledge of the events. Source E clearly shows the biased attitude of the authorities towards the Swing rioters as is revealed in the language it uses to describe the tactics of the rioters. It reveals the determination of the authorities to deal harshly with the rioters and provides us with valuable information of the impact the Swing riots were having and how they also targeted churchmen with threatening letters. 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 post-war situation in Wales and England in 1815.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: There was a lot of unemployment due to the ending of the war; people were poor and the prices of everyday goods were increasing. There was a great deal of discontent.

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

Eg: The ending of the Napoleonic Wars meant that thousands of soldiers and workers involved in producing goods for the war were unemployed. Poverty was made worse by the economic depression of the time. The Corn Laws had increased the price of bread and taxation on everyday goods resulted in a great deal of hardship for poorer people. Many were attracted by the demands of the Radical movement for parliamentary reform as a way of alleviating their distress, an issue compounded by an unsympathetic government.

Question 2 (b)

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

Question: **Why was Source F produced in 1819?** [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 people's freedom had been restricted. The man is chained and his mouth is padlocked.

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

Eg: The source was produced as an illustration of how the government of the time had taken measures to restrict people's right of free speech and discussion. Cartoons such as this were an expression of discontent, as is seen by the way the man is chained, bound and unable to speak. It was produced to give the message to readers that the government were clamping down on people's right to protest. Radical papers of the time contained similar messages.

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 cartoons produced by Radical cartoonists at this time. They were a way of expressing discontent at the actions of the government towards Radical protest. Radical newspapers and journals contained criticism of the government which this clearly reflects. It accurately shows what was happening at the time and how the government had severely restricted people's freedom by passing the Six Acts or Gag Acts as they were also known. It reflects Cruikshank's view that freedom of the press and free discussion were being suppressed, for example, with the image of the padlock through the man's mouth. He considered the right of free discussion to be a farce and freedom of the press as leading to transportation. The title is a sarcastic reference to what many Radicals believed was the right of every person.

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 in the history of reform, Peterloo was a victory.**

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 events at Peterloo were in a way a victory because years later the gentry were ashamed about it. It changed attitudes.

LEVEL 2 Identifies differences between ways in which the issue has been interpreted; will offer a basic judgement with some support from given evidence and own knowledge of the issue. [3-5]

Eg: Answers will show understanding of the named interpretation, that as a result of Peterloo, the attitude of the ruling class changed. Answers will begin to comment upon the different attitudes prevalent at the time and in the near aftermath. Expect basic contextual support to be given in terms of a judgement, such as the attitude shown in the soldier's reflection and the contemporary view portrayed in the drawing. 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 effects of the events at Peterloo. Answers will begin to demonstrate why different interpretations of this issue have been made, possibly with comments on the attitude of the Radicals, someone associated with the authorities and the views of later historians. Answers will be supported by a greater degree of contextual knowledge regarding this issue. They will comment upon the fact that Evidence 2 in some ways reinforces the authorities' attitude of 1819, but an element of reflection has been introduced. Answers will begin to judge the worth of different interpretations by using their own knowledge and given evidence to comment on issues such as the contemporary view of events at Peterloo and in the following years.

LEVEL 4 **Recognises and provides reasoned comments on how and why this issue has been interpreted in different ways; will give a clear judgement considering the given interpretation in the historical context. [9-10]**

Eg: Answers will clearly state whether they agree with the given interpretation of the effects of events at Peterloo. In order to make this judgement, answers will discuss how the given interpretation has been arrived at and recognise that there are other valid interpretations of this issue. Answers will demonstrate why it is possible to make different interpretations of this issue. There will be a considerable degree of historical support in the answer using both the given evidence and own knowledge. Answers will test the value of the chosen interpretation by commenting on issues such as what was perceived at the time and by later interpreters. They will recognise that at the time, Peterloo was considered to be a disaster for reform, but over a period of time, the attitude of those involved began to change. They will recognise that in Evidence 2, the soldier is unapologetic about the actions he took, but also that an element of reflection has taken place, moderating the interpretation. Answers may comment on the differences in interpretation given by Radicals at the time, someone in authority who took part in the soldiers' action and those writing much later with a greater degree of hindsight when a far wider perspective has been taken. Answers should comment upon the process of forming historical interpretations.

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: **How successful were industrial protests in Wales in the 1830s?** **[12+3]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; basic response which offers little support.** **[1-3]**
Eg: No, both the Merthyr Rising and Newport Rising generally failed. Yes, the workers had shown that they could protest.

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 little success was achieved. Many protestors were killed in these protests and the main leaders were severely punished. For example, Dic Penderyn was convicted and executed. However, the workers did show they could organise themselves and take effective action. The Newport Rising was poorly organised and a complete failure with over 20 deaths. Its leader John Frost was transported. However, 5 of the 6 points of the Charter were eventually achieved.

LEVEL 3 **Answer is mainly a reasoned analysis of the issue set in the question.** **[7-9]**
To distinguish between 7 and 9 marks apply the following:
For 7 marks: A very good one-sided answer with contextual support **OR** an unbalanced two-sided response with contextual support.
For 8-9 marks: A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

Eg: Answers will begin to offer a judgement with good reasoning. In general, industrial protest in Wales has to be viewed, at least in the short term, as a failure. On the one hand at Merthyr and Newport, many protestors were killed, the leaders harshly punished and the authorities retained full control. Dic Penderyn was executed as a result of the Merthyr Rising, despite a lack of evidence and John Frost and others were transported because of their role in the Newport Rising. However, industrial protest did show that working people were prepared to take collective action and their protests greatly alarmed the authorities. In the long term, their actions partly contributed to improved conditions by highlighting the many grievances of the workers.

LEVEL 4 Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question.

[10-12]

To distinguish between 10 and 12 marks apply the following:

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

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

Eg: Answers will clearly evaluate the issue in the question. Answers will fully discuss the extent of the success but also the failure. Reference may be made to Merthyr achieving an MP, even though it was Josiah John Guest the ironmaster; the fact that trade unions struggled to make an impact in Merthyr after the Rising; the truck system being abolished in 1832 which the Merthyr Rising partly contributed to; the 'birth' of the Welsh working class and consciousness; the martyrdom of Dic Penderyn. References to the considerable support across the middle and working classes for Chartism throughout Wales and England and the extent to which the protests frightened successive governments may be made. Answers will also refer to the longer-term political consequences of the protests, such as the granting of most of the Six Points of the Charter and the gradual improvements in living and working conditions.

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.