GCSE MARKING SCHEME

SUMMER 2023

GCSE

HISTORY
UNIT 1: STUDY IN DEPTH
WALES AND THE WIDER PERSPECTIVE

1B. RADICALISM AND PROTEST, 1810–1848
3100UB0-1

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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.

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UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

1B. RADICALISM AND PROTEST, 1810-1848

SUMMER 2023 MARK SCHEME

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question.

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4			**4**	

Question: e.g. What can be learnt from Sources A and B about the government's reaction to popular protest? **[4]**

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO3 4 marks	
BAND 2	**Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.**	**3-4**
BAND 1	**Generalised answer with little analysis, paraphrasing or describing sources only.**	**1-2**

Use 0 for incorrect or irrelevant answers

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the sources provide a range of information about the government's reaction to popular protests;*
- *Source A shows how soldiers were used to attack protesters during the Peterloo Massacre in 1819;*
- *the soldiers are on horseback and trampling down the protesters;*
- *it tells us that the government was prepared to use extreme violence in reaction to protests;*
- *Source B tells us some details of the Six Acts created by Lord Liverpool's government in reaction to the threat of popular protests;*
- *The Training Prevention Act tells us that the government didn't want people learning to fight and the threat of transportation was a strong deterrent;*
- *The Seditious Meetings Prevention Act tells us that the government was fearful of large gatherings of people;*
- *both elements of the Six Act presented in Source B tell us that the government was concerned about the threat of popular protests and were prepared to make laws to make them less likely.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

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Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

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UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

1B. RADICALISM AND PROTEST, 1810-1848

Question 1

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4			**4**	

Question: **What can be learnt from Sources A and B about the government's reaction to popular protest?** **[4]**

Band descriptors and mark allocations

	AO3 4 marks	
BAND 2	**Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.**	**3-4**
BAND 1	**Generalised answer with little analysis, paraphrasing or describing sources only.**	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the sources provide a range of information about the government's reaction to popular protests;*
- *Source A shows how soldiers were used to attack protesters during the Peterloo Massacre in 1819;*
- *the soldiers are on horseback and trampling down the protesters;*
- *it tells us that the government was prepared to use extreme violence in reaction to protests;*
- *Source B tells us some details of the Six Acts created by Lord Liverpool's government in reaction to the threat of popular protests;*
- *The Training Prevention Act tells us that the government didn't want people learning to fight and the threat of transportation was a strong deterrent;*
- *The Seditious Meetings Prevention Act tells us that the government was fearful of large gatherings of people;*
- *both elements of the Six Acts presented in Source B tell us that the government was concerned about the threat of popular protests and were prepared to make laws to make them less likely.*

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Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**2**		**4**	

Question: **To what extent does this source accurately explain events during the March of the Blanketeers? [6]**

Band descriptors and mark allocations

	AO1 2 marks			**AO3 4 marks**	
			BAND 3	**Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.**	**4**
BAND 2	**Demonstrates detailed understanding of the key feature in the question.**	**2**	**BAND 2**	**Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.**	**2-3**
BAND 1	**Demonstrates some understanding of the key feature in the question.**	**1**	**BAND 1**	**Very basic judgement reached about the source with little or no analysis or evaluation.**	**1**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the Source accurately explains how soldiers deployed by the government arrested the Blanketeers;*
- *The March of the Blanketeers started in Manchester as a peaceful protest against the government complaining about the hardships endured by textile workers. The protest was organised to be a peaceful protest that was planned to gain increasing support in numbers as the marchers approached London with their blankets symbolizing the trades they represented;*
- *it accurately explains how the Blanketeers were determined to persevere with their march in the face of difficulties as they have arrived in Derbyshire having started their march in Lancashire;*
- *the source mentions how the soldiers used their swords to threaten the marchers;*
- *by writing this note to his father and mother in the face of impending violence it suggests that the author was fully aware of the potential fate that might await him;*

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- *the strength of the source comes from the personal account of a young Blanketeer who experienced the march;*
- *the Source is limited in its accuracy as it only gives an account of events at Ashburn and does not give details of previous encounters with soldiers and the violence experienced since the marchers left Manchester.*

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Question 3

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**4**	**8**		

Question: **Why were the Rebecca Riots significant during this period? [12]**

Band descriptors and mark allocations

	AO1 4 marks		**AO2 8 marks**	
BAND 4	**Demonstrates comprehensive knowledge and understanding of the key feature in the question.**	**4**	**Fully explains the issue with clear focus set within the appropriate historical context.**	**7-8**
BAND 3	**Demonstrates detailed knowledge and understanding of the key feature in the question.**	**3**	**Explains the issue set within the appropriate historical context.**	**5-6**
BAND 2	**Demonstrates some knowledge and understanding of the key feature in the question.**	**2**	**Begins to explain the issue with some reference to the appropriate historical context.**	**3-4**
BAND 1	**Demonstrates basic knowledge and understanding of the key feature in the question.**	**1**	**Mostly descriptive response with limited explanation of the issue.**	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *The Rebecca Riots had a significant impact as the main form of rural protest during the period 1839–1843;*
- *the attack on tollgates were the main activities of the Rebecca Rioters and they led eventually to the government passing the Turnpike Act of 1844 that ensured that prices were fair, and the number of tollgates was reduced significantly;*
- *The Rebecca Riots were significant in highlighting the poverty in rural west Wales and their destruction of property owned by the Turnpike Trusts and Carmarthen Workhouse clearly showed their will to force change;*
- *threatening letters sent by 'Rebecca' often contained a threat to destroy property and outlined the grievances held by the rural communities;*
- *The Rebecca Riots showed the gulf that existed between the landowners and rural communities based on cultural differences. The non-conformist Chapel going farming communities felt oppressed by the Anglican Church that represented the landowners and still expected payment of tithes;*
- *radical ideas were spread by chapel ministers who supported the rioters in their protests. As whole communities supported the actions of the rioters it became very challenging for the authorities to arrest the rioters;*

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- *The Rebecca Riots were significant in gaining national attention as journalists such as Thomas Campbell Foster reported on the events in newspapers. The problems facing the poor rural communities in west Wales were forced upon the political agenda;*
- *January and February 1843 saw tollgates attacked all over west Wales becoming increasingly more violent leading the government to send troops to try and catch the rioters;*
- *a significant event was the attack on the Hendy gate, Pontarddulais, that led to the death of Sarah Williams, the only fatality during course of the Rebecca Riots.*

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Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

Question: **Explain the connections between any THREE of the following: [12]**

- **The march on Newport**
- **Moral Force Chartism**
- **Feargus O'Connor**
- **Petitions**

Band descriptors and mark allocations

	AO1 2 marks		**AO2 10 marks**		
			BAND 4	**Fully explains the relevant connections between the chosen features, set within the correct historical context.**	**8-10**
			BAND 3	**Explains the connections between the chosen features, set within the correct historical context.**	**5-7**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Begins to explain the connections between the chosen features.**	**3-4**
BAND 1	**Demonstrates some knowledge and understanding of the key features in the question.**	**1**	**BAND 1**	**A basic, unsupported explanation of connections between the chosen features.**	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

All the features mentioned were important aspects of the growth of Chartism; connections identified may include:

- *The march on Newport was connected to Fergus O'Connor because the leaders of the march, John Frost, Zephaniah Williams and William Jones, had been influenced by the physical force Chartism advocated by O'Connor and his followers such as Henry Vincent. The march was planned as a mass protest by as much as 20,000 workers and would spark similar revolts across Britain. However, mainly due to atrocious weather, the number of protesters was about 5,000. As the town's mayor Thomas Phillips had time to prepare, he barricaded himself inside the Westgate Hotel and with a small number of troops was able to successfully repel the Chartist protesters in their attempt to capture the town. The attempt to use physical force to gain the Chartists' aims at Newport failed and the leaders were punished. John Frost was transported to Australia;*

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- *Moral Force Chartism is connected to Petitions as this was the preferred method of protest as advocated by the Chartist leader William Lovett. Lovett was firmly opposed to the use of force as a means to gain support for the People's Charter and had the opposite view to O'Connor who advocated direct physical action. A petition was presented to parliament in July 1839 with 1,280,000 signatures. However, all the demands were rejected. In 1842 a second petition was presented to parliament with even greater support but was again rejected by Parliament;*
- *Petitions are connected to the march on Newport as it was the petitions' failure to achieve government reform that persuaded many disillusioned Chartists to decide the march on Newport was necessary. Chartist supporters in South Wales had been disillusioned with the government's response to the petition and were swayed towards Feargus O'Connor's supporters' view that the only way to achieve their goal was by using or threatening the use of physical force.*

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Question 5

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*	*SPaG*
19	**4**			**12**	**3**

Question: **How far do you agree with this interpretation that the Merthyr Rising was a failure? [16+3]**

Band descriptors and mark allocations

	AO1 4 marks		**AO4 12 marks**	
BAND 4	**Demonstrates very detailed knowledge and understanding of the key feature in the question.**	**4**	**Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.**	**10-12**
BAND 3	**Demonstrates detailed knowledge and understanding of the key feature in the question.**	**3**	**Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.**	**7-9**
BAND 2	**Demonstrates some knowledge and understanding of the key feature in the question.**	**2**	**Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.**	**4-6**
BAND 1	**Demonstrates basic knowledge and understanding of the key feature in the question.**	**1**	**Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.**	**1-3**

Use 0 for incorrect or irrelevant answers.

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Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the interpretation clearly states that the Rising demonstrated the powerlessness of the Welsh industrial community when pitted against the British establishment;*
- *the interpretation indicates that the Rising was unable to achieve any breakthroughs when faced with the combined forces of employers, magistrates and the government;*
- *the author is an historian who is writing in a general history book on Wales and may therefore lack some detail to help him form his interpretation;*
- *the interpretation could be challenged because it neglects to show awareness of other key issues that other historians might believe to be important. The industrial protests gained more than merely some government action by creating a class-consciousness that would lead to greater success in the future;*
- *further, the government had brought an end to the truck system partly in response to the Merthyr Rising and the rural Rebecca Riots eventually led to improving the situation regarding the tollgates while Chartism had achieved none of their aims immediately;*
- *other interpretations may argue that the short-term failures were insignificant when compared to long-term gains in particular by greater analysis of the Merthyr Rising and Chartist movement. Rural protest seemed to suggest that they were ultimately successful with regard to legislation reforming the turnpike trusts use of tollgates;*
- *the interpretation offered by the author accurately focuses on what was perceived as the immediate failures of industrial and rural protest.*

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After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
High	3	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	2	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	1	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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