



GCE A LEVEL MARKING SCHEME

SUMMER 2025

**HISTORY - UNIT 3
BREADTH STUDIES 1, 2, 4, 6, AND 7: BRITISH
HISTORY**

1100UA0-1

1100UB0-1

1100UD0-1

1100UF0-1

1100UG0-1

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

Marking guidance for examiners

Summary of assessment objectives for Unit 3

The questions in this examination assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. In Section A, candidates choose one question from a choice of two. In Section B, candidates must answer the compulsory question. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme has two parts:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 1.
- Advice on each 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 listed. Assessors must credit any further admissible evidence offered by candidates.

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 band are displayed. Thirdly, a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

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.					

Stamps and annotations used for Assessment Objective 1

Stamp	Annotation	Meaning/use
	Analysis	For specific sections of correct and effective analysis of either historical material or argument
	Developed Point	Where the argument being presented has gone beyond assertion and utilises supporting material
	Evaluation	For specific sections of correct and effective evaluation, where an idea (or more than one idea) is effectively appraised
	Incorrect	Where the comment is incorrect in terms of the history or how the history has been (mis)understood, or where an unsupportable conclusion has been made
	Judgement	Used to note an emerging or not fully supported judgement
	Narrative	The candidate is offering information that may be valid, but is not using it to answer the set question
	Not relevant	Topic-based material that is not relevant to the set question
	Repetition	Stating the same thing as previously in the response. Possibly using different words, but not always
	Something here	The candidate begins to make an argument, but it is undeveloped
	Supported judgement	Used to note a clear and supported judgement. Also used for effective summative judgement
	Vague	Where the candidate alludes to historical evidence, or an argument and it is unclear what they mean
	Underline	Used to underline a smaller section of material that is being used to answer the set question
	Box	Used to box a larger a section of material that is being used to answer the set question
	Comment box	Used to provide a brief summative comment of the final mark awarded, drawing on terminology from the mark scheme

Breadth study 1: Wales: Resistance, conquest and rebellion c.1240–1415**Section A****Theme 2 Governance and rebellion c.1240–1415**

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How effectively did the Welsh princes deal with the challenges they faced in governance? Refer only to the period between 1240 and 1277 in your response.

[30]

Candidates will offer an appraisal of the effectiveness with which the Welsh princes dealt with the challenges they faced between 1240 and 1277. They will demonstrate knowledge of the actions of the Welsh princes, analysing those actions and weighing up their efficacy as a means of dealing with those problems in the context of the period specified. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The princes encouraged trade and other economic changes such as the development of towns, tradesmen and the raising of taxes.
- Political and administrative changes such as establishing overlordship over the lesser princes and establishing *llysoedd* in each of the lordships within the kingdom enhanced the power and authority of the Princes of Gwynedd.
- The Treaty of Montgomery was a triumph for Llywelyn in forcing the English king to recognise his title and power, together with the formation of an independent state.
- The militarisation and plantation of Wales via castles and English-only towns challenged the power and authority of the Princes of Gwynedd.
- English-driven treaties such as Aberconwy controlled and subjugated the warring princes of Gwynedd to English power.
- The resumption of war in 1276–7 was marked by conquest and eventual defeat for the Welsh.
- The division of Gwynedd between warring princely brothers kept them divided and weak and enhanced power and authority of English power in Wales.
- Candidates may conclude that the way in which the Princes dealt with the challenges they faced in governance varied during this period, and that the scope, nature and effectiveness of their policies continue to be a matter of debate.

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“The rebellion of Llywelyn Bren posed the most serious threat to English governance in Wales between 1282 and 1318.” Discuss. [30]

Candidates will offer an appraisal of the statement that the rebellion of Llywelyn Bren posed the most serious threat to English governance in Wales between 1282 and 1318. They will demonstrate knowledge of the rebellion, analysing the threat that it posed to English governance and weighing up the extent to which it was the most serious threat to that governance in the context of other threats during the specified period. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- Llywelyn Bren’s rebellion (1316) was relatively short lived, lasting weeks rather than months or years.
- Bren’s revolt set an example and encouraged other disaffected Welshmen to rebel, which led to it becoming widespread, ranging from Caerphilly in the east to Dinefwr in the west.
- The bards’ pro-princely propaganda posed a threat to English power because they inspired the Welsh to oppose English rule, and they changed attitudes towards hated English overlords.
- Dafydd ap Gruffudd’s rebellion of 1282–3 was regarded as a threat because it was seen as a serious breach of trust in one who had accepted English overlordship, which led to a renewal of war with the English.
- Llywelyn’s renewal of war with Edward I posed a significant threat because it involved the whole of Wales and united the greater part of the nobility in war with the English.
- Madog ap Llywelyn’s rebellion, coming so soon after the conquest of 1283, caught the English by surprise and it undermined English power which was not yet firmly established.
- Madog besieged and partially destroyed the building of Edwardian castles in north Wales and even threatened the safety of the king at one point in the revolt.
- Candidates may conclude that rebellion by its very nature is a threat to peace, stability and good governance but that the rebellion of Llywelyn Bren may have posed a greater threat than any other rebellion. Nevertheless, the origins, scale and threatening nature of this rebellion continues to be a matter of debate.

Section B

Theme 1 Society, culture and the economy c.1240–1415

0 3 “The Black Death had the most significant impact on the society, culture and economy of Wales.” Discuss with reference to the period from 1240 to 1415. **[30]**

Candidates will offer an appraisal of the impact of the Black Death on the society, culture and economy of Wales in the context of the period specified. They will demonstrate knowledge of the Black Death as well as of the society, culture and economy of Wales, analysing the impact of the plague on these three areas individually and/or collectively. If candidates elect to cover other factors that affected the society, culture and economy of Wales during this period, this may only be done to illuminate the comparative significance of the impact of the Black Death, which must remain the focus of the response. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The Black Death had a significant impact on the population at large and rural communities in particular by devastating whole villages leading to rural depopulation.
- The plague contributed to the changing social and economic relationship between peasant and landlord which saw the rise of bastard feudalism.
- The high mortality rates reduced the working population and led to the rise of a wage economy.
- The period witnessed political and administrative changes with the establishment of new offices and powers staffed by Welshmen deputising for their English overlords.
- The period witnessed the transition from princely to gentry power and status for the top tier of landholding families which led to office holding opportunities for Welshmen to serve both the Crown and Marcher lords.
- The outbreaks of rebellion during the period significantly affected the society, culture and economy of Wales with the most serious rebellion being that led by Owain Glyndwr.
- The period witnessed an ever-increasing influx of English settlers to Wales which had a substantial impact on native culture and language.
- Candidates may conclude that the Black Death, as the name implies, had an impact on the society, culture and economy of Wales and that it, and its effects, continued to be a recurring issue throughout the period, but the nature, scale and impact of the Black Death continues to be a matter of debate.

Breadth study 2: Poverty, protest and rebellion in Wales and England c.1485–1603**Section A****Theme 2** Threats, protest and rebellion, c.1485–1603

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How effectively did governments deal with protest and rebellion in the period from 1486 to 1537? **[30]**

Candidates will offer an appraisal of governments' handling of protest and rebellion in the period from 1486 to 1537. They will demonstrate knowledge of relevant protests and rebellions and how the various governments dealt with them, analysing and weighing up the efficacy of those governments' actions. If candidates elect to refer to government responses to other issues during this period, it may only be done to contextualise the efficacy of their responses to protest and rebellion. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- The fact that the monarchy and its governments survived and defeated all the challenges to royal power, including dynastic, in this period suggests that the overall policy was effective.
- The Crown effectively quelled the Pilgrimage of Grace – the largest rebellion in the sixteenth century – and did not allow it to spread south close to the centre of power.
- The Crown effectively restored peace, law and order in the areas affected by protest and insurrection.
- The authority and power of monarchy remained intact supported by the notion of the Great Chain of Being.
- It must be noted that successive governments failed to prevent rebellion and protests. They were reactive rather than proactive.
- Successive governments failed to understand that the key complaints in some of the local protests were economic in nature concerning poverty and unemployment.
- Successive governments failed to contain foreign intrigue and failed to prevent the spread of the Cornish Rebellion (1497). It might be claimed that governments provoked insurrection with harsh religious and uncaring social/economic policies.
- Candidates may conclude that the problem of protest and rebellion was never effectively solved and continued to be an issue throughout the period. Thus, the effectiveness of the policies and response of successive governments continue to be a matter of debate.

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How effectively did governments deal with protest and rebellion in the period from 1549 to 1601? [30]

Candidates will offer an appraisal of governments' handling of protest and rebellion in the period from 1549 to 1601. They will demonstrate knowledge of relevant protests and rebellions and how the various governments dealt with them, analysing and weighing up the efficacy of those governments' actions. If candidates elect to refer to government responses to other issues during this period, it may only be done to contextualise the efficacy of their responses to protest and rebellion. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- The fact that the monarchy and its governments survived and defeated all the challenges to royal power in this period suggests that the overall policy was effective.
- The Crown effectively quelled the Wyatt rebellion – arguably the most serious rebellion in this period – which came closest to threatening the centre of power.
- The Crown effectively restored peace, law and order in the areas affected by protest and insurrection.
- The authority and power of monarchy remained intact supported by the notion of the Great Chain of Being.
- It must be noted that successive governments failed to prevent rebellion and protests. They were reactive rather than proactive.
- Successive governments failed to understand that the key complaints in some of the local protests were economic in nature concerning poverty and unemployment.
- Successive governments failed to contain foreign intrigue that inspired the plots against Elizabeth's life. It might be claimed that governments provoked insurrection with harsh social/economic policies.
- Candidates may conclude that the problem of protest and rebellion was never effectively solved and continued to be an issue throughout the period/ As such, the effectiveness of the policies and the response of successive governments continue to be a matter of debate.

Section B

Theme 1

Poverty, vagrancy and the poor in Wales and England, c.1485–1603

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Examine the reasons for the growth of poverty and vagrancy between 1485 and 1603. [30]

Candidates will offer an analysis of the reasons for the growth of poverty and vagrancy between 1485 and 1603. They will demonstrate knowledge of the reasons for the growth of poverty and vagrancy, analysing them and weighing up their significance. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- Large scale consolidation of manorial farms represented a significant change in agriculture. There was a move from labour intensive arable farming to labour saving pastoral farming which led to the destruction of some villages.
- Enclosing of common land denied small-scale farmers land for their crops/animals which contributed to rural depopulation and demographic movement to urban areas.
- Fewer wars and the legal restrictions on retaining imposed by Henry VII led to a rise in unemployment.
- The dissolution of the monasteries contributed to rising levels of poverty and unemployment as monastic estates were sold off. Diminishing charity from a shrinking Church saw a significant reduction in the provision of social care and facilities for the poor, the sick and the vagrant.
- Inflation and debasement of the coinage led to rising prices and a general cost of living crisis, which pushed many people into poverty.
- Economic crisis and depression especially in the wool industry led to unemployment in the country's largest industry.
- A rising population put pressure on food stocks and led to greater competition for jobs.
- Candidates may conclude that the growth of poverty and vagrancy was a significant social and economic issue and continued to be a problem throughout the period. The reasons for its growth and the response of successive governments to it continue to be a matter of debate.

Breadth study 4: Royalty, revolution and restoration in Wales and England c.1603–1715

Section A

Theme 1 The quest for political stability c.1603–1715

| | | |---|---| | 0 | 1 | |---|---| To what extent did Parliament threaten political stability in the period from 1603 to 1642? [30]

Candidates will offer an appraisal of the extent to which Parliament threatened political stability in the period from 1603 to 1642. They will demonstrate knowledge of Parliament's actions, analysing them and weighing up if, and how far, they were a threat to political stability. If candidates elect to refer to other factors that threatened political stability, this can only be done to illuminate the significance or otherwise of Parliament's actions. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- The growing assertiveness of MPs in search of greater rights and privileges caused periods of instability.
- MPs, particularly the radicals, challenged the notion of divine right, which undermined the authority of the monarchy.
- MPs, particularly the radicals, challenged and undermined royal ministers and questioned some of the Crown's orders and edicts.
- The relationship between Crown and Parliament reached an all-time low in 1629 when the King, frustrated by parliamentary opposition, opted for Personal Rule.
- The weak leadership of the monarchs and some of the chief ministers/advisers contributed to political instability.
- Financial problems led to conflict, particularly with the monarchs' resentment at having to rely on Parliament for funding and Parliament's aim to control the Crown's spending.
- Religious policies and differences combined with the potential threat from Ireland and Scotland contributed to the general feeling of political instability bordering on chaos.
- Candidates may conclude that while there were serious issues regarding politics, government and administration during this period, the extent to which Parliament posed a threat to political stability continues to be a matter of debate.

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Evaluate the impact of the Civil War on the governance of Wales and England during the period from 1649 to 1688. [30]

Candidates will offer an appraisal of the impact of the Civil War on the governance of Wales and England during the specified period. They will demonstrate knowledge of the effects of the war, analysing them and weighing up their impact on the governance of Wales and England. If candidates elect to cover other issues that affected the governance of Wales and England during this period, this may only be done to contextualise the impact of the Civil War. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- The breakdown of governance, law and order during the Civil War had a lasting impact in some regions and in the kingdom as a whole.
- Parliament and parliamentary legislation became increasingly and significantly influential in the period after the Civil War.
- Republican/Puritan governance during the Interregnum witnessed the Commonwealth and the Protectorate, which led to the short-lived military dictatorship with the rule of the major generals.
- The relationship between Crown and Parliament permanently changed after the Restoration of the king in 1660 though the influence and impact of the Civil War waned as years went by.
- The nature and processes of central and local government remained intact and remained largely unchanged.
- The monarch still commanded respect and, with the benefit of royal patronage, wielded considerable authority and power.
- The relationship between Crown and Parliament remained tense in the period after 1660 but a workable partnership was maintained at least until 1685. James II's reign led to the breakdown of that relationship.
- Candidates may conclude that while there were significant developments in government and administration during this period, the impact of the Civil Wars on governance continues to be a matter of debate.

Section B

Theme 2 Changing attitudes and ideas: radicalism, dissent and intellectual issues c.1603–1715

0 3 **Examine the challenges to the authority and influence of the Anglican Church between 1603 and 1715.** **[30]**

Candidates will offer an analysis of the challenges to the authority and influence of the Anglican Church during the specified period. They will demonstrate knowledge of those challenges, analysing them and weighing them up. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- The Church experienced challenges from within, such as the ideas of Archbishop William Laud who introduced the notion of Laudianism – the culmination of Arminianism a reform movement within the Church.
- The revolutionary ideas of Hobbes, Locke and Newton questioned religious beliefs and ideas that combined to encourage a greater interest in radicalism and dissent.
- The period witnessed the rise in and popularity of religious sects such as the Puritans, Quakers and other radical non-conformist groups. These challenged the authority of the Church.
- The period witnessed a significant change in the relationship between Church and State where there was a greater degree of toleration and/or flexibility in worship outside the norms set by the Anglican Church.
- With the possible exception of the Interregnum, the Anglican Church remained as the state Church and continued to command respect and wield authority.
- Interest in and the popularity of non-conformist sects tended to wane after the Civil War though some non-conformist groups established themselves and continued to grow after 1660.
- The crown continued to support the state Church and promote Anglican beliefs at the expense of radical and dissenting sects. Government suspicion of radical religious groups continued during this period.
- Candidates may conclude that while there were significant challenges to the authority and influence of the Anglican Church during this period, the origins, scope and nature of these continue to be a matter of debate.

Breadth study 6: Parliamentary reform and protest in Wales and England c.1780–1885**Section A****Theme 1** Parliamentary Reform 1780–1885

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Examine the reasons for the increasing demand for parliamentary reform between 1792 and 1832. **[30]**

Candidates will offer an analysis of reasons for the increasing demand for parliamentary reform between 1792 and 1832. They will demonstrate knowledge of those reasons, analysing them and weighing them up individually and/or collectively. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- The industrial revolution created new centres of population and wealth and provided the background for middle class demands for fairer representation.
- The growth of a more literate artisan class, publication of pamphlets and a provincial press supplied a new context for the dissemination of support for reform.
- Economic distress especially 1815–20 and 1829–31 created a febrile atmosphere conducive to the revival of parliamentary reform as an issue.
- The unreformed system was a byword for inequality and corruption and there had been attempts at reform in 1785 and as late as 1828 when a move to disfranchise two rotten boroughs failed.
- The impact of the French Revolution was a profound influence upon demands for political change throughout the period even if the strength of loyalism and government repression did much to nullify it.
- The radical movement both in the 1790s and after 1815, and the political unions after 1829 kept the reform pot simmering.
- The political climate of the period 1829–32 was crucial: the break-up of the Tory Party, the death of George IV and the election of 1830, the French Revolution of 1830 and the motivation of the Whigs and Grey in particular created the conditions for reform.
- The idea that the Tory Party weakened the establishment after 1828 with the repeal of the Test and Corporation Acts and the passage of Catholic Emancipation made parliamentary reform more likely.
- Candidates may conclude that the combination of social and economic changes and the impact of the French revolution created a climate that made reform of the parliamentary system irresistible.

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“The Ballot Act 1872 was the most significant parliamentary reform during the period from 1867 to 1885.” Discuss. [30]

Candidates will offer an appraisal of the significance of the Parliamentary and Municipal Elections Act or Ballot Act, 1872 as a parliamentary reform during the period from 1867 to 1885. They will demonstrate knowledge of the Ballot Act, analysing its significance in the context of other parliamentary reforms during the stated period. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- The issues of undue influence and bribery were still significant, as shown in the 1868 election. Resistance to an open poll denoted the paternalistic idea that voters should be accountable to their social superiors for their choice(s) .
- Political pressure reflected Liberal concerns that Conservatives benefited from the open poll, especially in rural areas.
- The facts of an enlarged electorate and the more sober proceedings of mid-Victorian society were persuasive, although Gladstone was sceptical almost to the last moment and needed Bright's advocacy to push him over the line. A Chartist demand thus became a permanent feature of representation as a result.
- The introduction of the ballot, which allowed for voting in secret, reduced the violence and intimidation that had been a feature of many parliamentary elections in the early nineteenth century. The ballot did not eliminate corruption, however, and 64 boroughs suffered endemic corruption in the 1870s.
- The 1880 election was the most expensive up to that point and Britain had a long tradition of electoral corruption. The 1883 Corrupt and Illegal Practices Act effectively destroyed the culture of corruption and deserves suitable recognition in the debate.
- The 1867 Reform Act established the concept of household suffrage and saw a massive expansion of the electorate, which was of huge significance.
- Unlike previous legislation, the 1884–5 Acts were not so contentious. A broad agreement that county and borough franchises be aligned was reached and the deal was done on redistribution with the Arlington Street Compact. Nevertheless, the Acts enfranchised an additional three million voters, about two thirds of males could now vote on a household basis.
- Candidates may conclude that although the Ballot Act was a long overdue reform, which reduced violence and intimidation, the massive increases in the size of the electorate between 1867 and 1885 and the elimination of corruption were more significant achievements.

Section B

Theme 2 Popular protest 1780–1885

- 0 3** “The Trade Union movement achieved more than any other popular protest movement.” Discuss with reference to the period from 1780 to 1885. [30]

Candidates will offer an appraisal of the achievements of the Trade Union movement, assessing if, and how far, these achievements exceeded those of other popular protest movements. They will demonstrate knowledge of the Trade Union movement, analysing its achievements against those of other popular protest movements during the stated period. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- The impact of the Combination Acts and their repeal in 1824–5 suggest that the achievements of the early Trade Union movement were far from secure. The failure of the GNCTU and the fate of the Tolpuddle Martyrs reinforce that suggestion. However, the Trade Union movement was involved in the, ultimately successful, 10-hour movement.
- In contrast, the establishment of the New Model Unions in the mid-nineteenth century achieved not only respectability for the artisan class (an important theme in parliamentary reform in the 1860s and later) but also significant improvements to the legal status of trade unions in 1871 and 1875. Nevertheless, the New Model Unions were very exclusive, and a more extensive movement had to wait for the post-1880 unions.
- The failure of popular protest in the 1790s and after 1815 – the result of a combination of loyalism, fear of the French Revolution and government repression – may feature in the debate.
- As a counterpoint the success of the political unions between 1829 and 1832 in keeping parliamentary reform in the public eye may be discussed.
- However, the failure of the Chartist movement to achieve its aims could be a useful comparison, with some historians extremely critical of trade unions for taking a wrong turning in the 1850s in response.
- Rural protests in the 1830s and 1840s had mixed success, which indicate the complexities of government and society’s responses to such protests.
- The achievements of the Anti-Corn Law League are often cited as an example of a popular protest movement securing its aims.
- Candidates may conclude that although the legal recognition of trade unions and the acceptance of the new model unions were more tangible gains than the failure of Chartism and the mixed impact of rural protest, the passage of the Reform Act 1832 and the repeal of the Corn Laws in 1846 owed much to the pressure of protest.

Breadth study 7: Social change and reform in Wales and England c.1890–1990**Section A****Theme 1** Tackling poverty and unemployment c.1890–1990

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To what extent did the condition of the poor and unemployed improve between 1890 and 1939? **[30]**

Candidates will offer an appraisal of the conditions of the poor and unemployed and the extent to which they improved during the specified period. They will demonstrate knowledge of those conditions, analysing them and weighing up how far they improved. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- The reports of social investigators such as Booth and Rowntree showed how bad the condition of the poor and unemployed had become, with little change since 1890. Additionally, the Boer War also highlighted that conditions were badly in need of remedy.
- During the period there was a slow but steady change in attitudes, with the idea of self-help being replaced by the acceptance that government intervention was absolutely vital in order to improve the lives of the poor and the unemployed. In the long term this change in attitudes would have an effect on the condition of the poor and the unemployed.
- Injuries at work made life difficult because of the loss of income, but the Workmen's Compensation Act of 1895 protected some workers from suffering as the result of injuries, preventing them falling into unemployment and thus poverty.
- The Liberal Reforms from 1906 not only developed some social legislation but also brought in other legislation that would help those living in poverty and provide opportunities for development, for example in the field of education and health with the introduction of pensions and the payment of National Insurance.
- The post-war Unemployment Insurance Acts were a genuine attempt to build upon this in order to alleviate the worst effects of poverty and unemployment, but industrial disputes led to mass job cutting with genuine hardships in many regions.
- The Unemployment Assistance Acts of the 1930s were intended to respond to the worst effects of the Depression years, and the development of new employment opportunities in the 1930s was also a significant step forward in offering new opportunities for employment; however, these had limited effect in traditional industrial regions.
- It could be argued that government action with the economy in the inter-war period actually made the condition of the poor and the unemployed worse, especially in relation to the economic confusion surrounding the gold standard affecting many traditional industries.
- Candidates may conclude that while the condition of the poor and the unemployed was often debated in government circles and by social investigators, moves to improve their lives was often slow and faced opposition due to government intervention. Action was often reactive rather than proactive, but a planned approach was needed if significant improvements were to be made.

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How successfully did governments deal with the problem of poverty and unemployment between 1945 and 1990?

Candidates will offer an appraisal of governments' handling of poverty and unemployment during the specified period. They will demonstrate knowledge of various governments' actions, analysing them and weighing up their efficacy as a means of dealing with poverty and unemployment. If candidates elect to include problems unrelated to poverty and unemployment, this may only be done to illuminate the level to which governments were successful with regard to the problems of poverty and unemployment. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- The Welfare State led to developments in education, health and housing, which had a major impact on poverty and unemployment and led to state intervention on a scale not seen before. However, this initial promise could not then meet ongoing expectations as the Welfare State was seen to be insufficient in providing enough support for the poor to the level that was required to make lasting change to their situation.
- State ownership of specific industries led to developments in some industries and the guarantee of steady work, but it could be argued that these were unsustainable and that investment in new industries might have been more successful in achieving long term solutions to deal with the problem of poverty and unemployment.
- The idea prevailed in the 1950s and 1960s that poverty had been eradicated, but it was clear by the 1970s that this was not the case, and the re-defining of poverty led to an understanding that, despite improvements, poverty was still a major social issue that needed remedy and that the gulf between the 'rich' and the 'poor' was widening.
- The period from 1951 to 1973 was seen as a Golden Age of low unemployment and less poverty. The standard of living for many improved significantly, which meant that the poverty some faced was not as bad as it had been previously, largely due to government action such as the nationalisation of certain industries and the expansion of social security and benefits.
- For much of the 1980s the unemployment rates were in excess of 10%, peaking in 1984 at 11.8%. Rates such as these had not been seen since the 1930s and were far in excess of the c.2% rates of the late 1940s and 1950s. As such, the unemployment situation was worse at the end of the period than at its start and indicates that successive governments had failed.
- Simultaneously, poverty rates increased and there was social unrest on a scale not seen since 1945. New Right ideas that the Welfare State was an economic burden that prevented economic growth prevailed.
- However, between 1945 to 1990 there were more women in the workforce, more people in higher education, more housing and better healthcare provision, which raised the standard of living for nearly all the people of Wales and England.
- Candidates may conclude that while the early period saw significant steps forward through the welfare state and nationalisation, overall, this was at the expense of developing a post-war infrastructure that could have led to long-term improvements in the lives of the poor and the unemployed. Governments often found themselves facing the issues again in periodic cycles and were often at the whim of economic downturns outside their control.

“Reforms in education led to the most significant social changes in Wales and England between 1890 and 1990.” Discuss. [30]

Candidates will offer an appraisal of whether reforms in education led to the most significant social changes in Wales and England in the context of the specified period. They will demonstrate knowledge of reforms in education, analysing them and weighing up their significance in the context of other factors that led to social change across the period. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- Beginning with the 1880 Mundella Act, successive governments throughout the period saw education as a means of improving the standard of living and life chances of the people and laying the foundations for economic prosperity and growth and, with it, intellectual development.
- The Balfour Act of 1902 showed that this would not develop unopposed but further acts such as the 1918 Fisher Act and Butler Education Act of 1944 would bring education more under the control of government, raise school leaving age, and lead to a more comprehensive approach to secondary education by the mid-1960s. This provided far reaching opportunities for individual development which affected Britain socially, economically, technologically and culturally.
- The link between education reform and improving health can be seen in the Liberal social reforms such as free school meals and medical inspections. This was further developed by the Fisher Act of 1918 that made Local Education Authorities responsible for the health and physical condition of children, and the Butler Act of 1944 regarding medical inspections, provision of milk, clothing and school transport. This development in health, side by side with education, had a significant impact in respect of equality of chances.
- However, candidates may argue that developments in housing led to more social changes. Slum clearance and government legislation throughout the period in relation to house building had a significant impact on the quality of life.
- Developments in health, for example the advent of the NHS in 1948 and increased use of vaccine programmes against diseases such as polio in subsequent decades, led to significant change in the demographics of the population and improved life chances considerably.
- The Aliens Act of 1905 showed what a contentious issue immigration was even at the start of the twentieth century. The Windrush issue between 1948 and 1971 showed Britain’s complicated relations with immigration and race relations.
- Developments in popular culture, leisure and entertainment were important well-being issues as well as matters that improved life in general, giving people the opportunity to enjoy new experiences. The impact of social developments such as increased use of contraception and access to abortion, and attitudes to sex and sexuality were also significant.
- Candidates may conclude that reform in education was only one aspect that resulted in social changes in Wales and England and that, overall, society in 1990 looked vastly different to how it had in 1890.