GCSE MARKING SCHEME

SUMMER 2024

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

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

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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.

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MARK SCHEME SUMMER 2024

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

1B. RADICALISM AND PROTEST, 1810–1848

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 Chartist protests in Wales? **[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 give us information about problems in Llanidloes and Newport.*
- *Source A tells us that the Chartists were prepared to use violence against the authorities.*
- *Source A tells us that the police would arrest suspected Chartists.*
- *Source A tells us that women as well as men supported the Chartists*
- *The Sources show us that Chartism was supported in different parts of Wales, rural mid and industrial South Wales, during the same year 1839.*
- *Source B shows the violent Newport Rising*
- *Source B shows a large group of armed men, some with guns and swords, attacking the Westgate Hotel in Newport.*
- *the Sources tell us that the Chartist movement in Wales became violent in 1839.*

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 Chartist protests in Wales? [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 give us information about problems in Llanidloes and Newport.*
- *Source A tells us that the Chartists were prepared to use violence against the authorities.*
- *Source A tells us that the police would arrest suspected Chartists.*
- *Source A tells us that women as well as men supported the Chartists*
- *The Sources show us that Chartism was supported in different parts of Wales, rural mid and industrial South Wales, during the same year 1839.*
- *Source B shows the violent Newport Rising*
- *Source B shows a large group of armed men, some with guns and swords, attacking the Westgate Hotel in Newport.*
- *The Sources tell us that the Chartist movement in Wales became violent in 1839.*

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Question 2

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

Question: **To what extent does this source accurately explain why workers in Merthyr decided to protest in 1831? [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 some of the key reasons why the workers in Merthyr decided to protest. It identifies the lowering of wages specifically in the Cyfarthfa Works and hatred of the debtor's court as the main reasons for the discontent.*
- *As the Source is an official government report it is likely to have been created by knowledgeable and well-educated people who would have a good understanding of the situation in Merthyr.*
- *The source implies that initially the main reasons were thought to be politically motivated, however, this according to the official government report is no longer the case. This may be an attempt by the government to avoid agreeing that criticism of the government was a chief cause and are keen to show that other issues were responsible.*
- *The source has its limitations, as it fails to elaborate on the 'other minor matters' that could possibly include the dissatisfaction among workers and their families towards the truck system and poor living conditions endured in Merthyr.*
- *A clear and supported judgment should emphasize that the report clearly identifies some of the main causes while falling short of presenting a full and detailed explanation of all the issues that angered the industrial workers of Merthyr.*

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Question 3

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

Question: **Why were the Luddites significant as a protest movement in 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**	**BAND 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**	**BAND 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**	**BAND 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**	**BAND 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 Luddite movement was significant as it was a widespread protest against the development of machinery and working practices that threatened the livelihood of skilled artisans.*
- *The Luddite movement was significant as it was the first protest of the industrial age that gained a degree of widespread support.*
- *It was also significant as the methods of protest adopted by the Luddites would feature in similar popular protests during this era.*
- *Attacks became increasingly frequent following initial attacks by frame-knitters in Nottinghamshire who were protesting against the use of stocking-frames to produce inferior quality materials.*
- *Threatening letters were sent to factory owners warning them to remove their frames.*
- *Attacks became widespread in the East Riding area of Yorkshire as skilled croppers lost their livelihood in the face of competition from the invention of the shearing frame.*
- *Catching Luddites was difficult as many organised their activities behind the cloak of secret societies. Communities were reluctant to offer information to the authorities.*
- *The Frame Breaking Act 1812 introduced the death penalty specifically for frame breaking. Soldiers were deployed to prevent further attacks.*

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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]**

- **Tollgates**
- **Threatening letters**
- **Captain Swing**
- **Rebecca**

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.

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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:

All the features mentioned were important aspects of industrial protest in Wales; connections identified may include:

- *Tollgates are connected to Rebecca: Tollgates were the focus of attacks in rural West Wales during the Rebecca riots. The rioters were protesting expensive tolls imposed upon people travelling along turnpike roads. There were many turnpike trusts in the area. This meant that people had to pay tolls to several different trusts when they travelled from one place to another. There was no way for farmers to avoid these roads, as they had to drive their cattle along them and travel back and forth to the market to buy lime to improve the soil. Tollgates are therefore connected to Rebecca as this was always the name given to the leaders and instigators of the attacks on tollgates.*
- *Threatening letters are connected to Rebecca: Threatening letters were a method used in both protests to warn landowners and voice their grievances. In rural West Wales landlords were sent threatening letters to intimidate them into lowering rents.*
- *Threatening letters are connected to Captain Swing: In the south-east of England farmers were sent threatening letters demanding that wages increase or at least stay the same, they often demanded farmers stop using their threshing machines. These letters were signed off with the name 'Captain Swing'.*
- *Rebecca is connected to Captain Swing: In 1830 and 1831, agricultural labourers attacked houses and barns belonging to rich farmers and landowners in south-east England. They burned hayricks and smashed farm machinery. The attacks spread across the Midlands, East Anglian and southern England, they were protesting about poverty and the introduction of new machinery. Threatening letters were sent to landowners signed by 'Captain Swing'. Rebecca and Captain Swing are connected as both were false names given to the leaders and instigators of both rural unrest in West Wales and south-east England. Both names were used to name the periods of unrest.*

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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 French Revolution inspired calls for change in Britain in this period? [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**	**BAND 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**	**BAND 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**	**BAND 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**	**BAND 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 issues raised as a result of the French Revolution were mainly responsible for inspiring industrial workers to call for change in Britain.*
- *The calls for liberty, fairness and democracy that were central to the French Revolution were ideas that the developing industrial working class felt they should be entitled to in the face of growing discontent due to the harsh working and living conditions experienced in the industrial towns and urban areas.*
- *The author is a historian who is writing for secondary school pupils and is likely to simplify to a degree the complex issue to emphasise key points. He will have researched the topic in detail before forming this interpretation.*
- *The interpretation could be challenged because it neglects to show awareness of other key issues that other historians might believe to be of greater importance.*
- *Other interpretations might emphasise the disruptive impact of the Napoleonic wars due to the impact on the economy and threats posed by returning soldiers. Other conflicting interpretations could mention the influence of the Corresponding Societies on the radical thinking attributed to the French Revolution.*
- *The interpretation offered by the author accurately identifies how and why the French Revolution could be viewed as the main reason why change and reform were called for in Britain at the beginning of the nineteenth century.*

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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