

GCSE

History A (Schools History Project)

Unit **A955B/22**: Historical Source Investigation: A Study in British History:
Protest & Reaction in Britain 1800-1914

General Certificate of Secondary Education

Mark Scheme for June 2016

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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



Assessment Objectives (AOs)


- Candidates are expected to demonstrate their ability to:

| | |
|------------|---|
| AO1 | Recall, select, use and communicate their knowledge and understanding of history. |
| AO2 | Demonstrate their understanding of the past through explanation and analysis of: key concepts: causation, consequence, continuity, change and significance within an historical context key features and characteristics of the periods studied and the relationships between them. |
| AO3 | Understand, analyse and evaluate: a range of source material as part of an historical enquiry how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry. |

Annotations

The annotations which will be used for June 2016 will be:

| | | | |
|----|---|------|---|
| 1 |  | + | Similarity/Agree/ Useful |
| 2 |  | - | Difference/Disagree/ Not Useful |
| 3 |  | Eval | Evaluation / Purpose |
| 4 |  | CONT | Contextual knowledge |
| 5 |  | L1 | Level 1 |
| 6 |  | L2 | Level 2 |
| 7 |  | L3 | Level 3 |
| 8 |  | L4 | Level 4 |
| 9 |  | L5 | Level 5 |
| 10 |  | NAQ | Not answered question. Knowledge is wrong |
| 11 |  | S | Support |
| 12 |  | SEEN | Noted but no credit given |
| 13 |  | I | Inference |
| 14 |  | XSS | Level 6 |

Use  for Level 6 on question 5 please.

| Q | Answer | Marks | Guidance |
|---|--|-------|--|
| 1 | | 9 | |
| | <p>Q: Study Source A. Why was this letter sent in 1812? Use the source and your knowledge to explain your answer.</p> <p>Level 5 (8-9 marks) Candidates demonstrate a sophisticated understanding of the source and knowledge and understanding of the grievances, aims and activities of the Luddites, and of the general economic and political situation during the war (Frame Breaking Act, 1812). They explain the purpose of the sending of the letter and they use their knowledge of the Luddites to explain why it was sent at that particular time.</p> <p>Level 4 (6-7 marks) Candidates demonstrate sound understanding of the source and knowledge and understanding of the grievances, aims and activities of the Luddites They explain the purpose – to stop using machines / destroy machines - of the sending of the letter. Their answers are weaker in explaining the context of the source.</p> <p>Level 3 (4-5 marks) Candidates demonstrate some understanding of the source and knowledge and understanding of the grievances, aims and activities of the Luddites, <u>to explain the message</u> (in terms of intended impact: intimidate / scare / threaten / sending a warning) of the letter.</p> | 9 | <p>Use CONT to show where contextual knowledge is awarded and use EVAL for purpose. Use S for direct use of Source A</p> <p>Purpose (change: stop using machines) of the source is explained with accurate, detailed knowledge to 1812: mention must be made of Frame Breaking Act of the fears of the government about a French-style Revolution (implied in source). Other examples of Luddite violence given, eg three Luddites, led by George Mellor, ambushed and assassinated a mill owner named William Horsfall at Crosland Moor in Huddersfield.</p> <ul style="list-style-type: none"> Note; information about how the British government sought to suppress the Luddite movement with a mass trial at York in January 1813, following the attack on Cartwrights mill at Rawfolds is 1813 so NAQ. <p>Use of source to support CK must be explicit for Level 5/9.</p> <p>Purpose of source is explained with GENERAL context about Luddites but lacks specific reference to 1812, esp Frame Breaking Act or Revolution. CK is general about Luddite aims and beliefs and why they were formed but does not explicitly mention actual activities by name</p> <ul style="list-style-type: none"> Award L4 if candidates consider two of Context / Purpose / Message (L5 reserved for candidates who do all three well) <p>Does not deal with PURPOSE: only message - to warn / threaten / intimidate: talks about what the source tells us and answer has general context about the Luddites.</p> <ul style="list-style-type: none"> Award L3 maximum if Purpose is not considered. Purpose (Intended Impact) must be present for L4 and L5. |

| Q | Answer | Marks | Guidance |
|---|---|-------|--|
| | <p>Level 2 (2-3 marks) Candidates demonstrate some understanding of the source and limited knowledge and understanding of the grievances, aims and activities of the Luddites.</p> <p>Level 1 (1 mark) Candidates paraphrase the source and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | | <p>Description of the Luddite movement generally.</p> <p>Copying or paraphrasing.</p> <p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>This letter was sent in 1812 by the Luddites as part of their campaign against the introduction of machines into woollen mills. Machines like power looms and stocking frames were putting skilled workers out of jobs and they protested against this by smashing up the machines which could be worked by unskilled workers. The letter mentions destroying shearing frames ‘all machinery hurtful to us’ and was designed to intimidate the factory owner and force him to take the machines down. It was written to frighten him by threatening that three hundred men would attack his factory. However, I think the letter was sent with a broader purpose. It mentions that the Luddites want the House of Commons to pass a law banning these new machines and there is also a hint that the letter is threatening revolutionary action like the French Revolution to bring the Government down as the letter speaks of ‘shaking off Tyrannical government’. Claims that they had thousands of men to do this might be exaggerated to frighten the government into action although there were examples of this number of men attacking some mills.</i></p> <p><i>The letter was sent by Ned Ludd who was the imaginary leader of the Luddites. Luddism started in 1811 in Nottingham and spread to places like Huddersfield in 1812. Britain was still at war at this time and economic conditions were bad. Trade slumped so there was less work and wages went down and skilled workers were being put out of work by the machines. They organised themselves to attack factories in Nottingham, Yorkshire and Lancashire and even killed a factory owner. They were very well organised and drilled like an army. The government reacted by sending in troops and many of the Luddites were executed or transported. This letter was one of many sent to mill owners in this context.</i></p> |

| Q | Answer | Marks | Guidance |
|---|---|-------|--|
| 2 | | 9 | |
| | <p>Q: Study Sources B and C. Why do these two sources disagree? Use the sources and your knowledge to explain your answer.</p> <p>Level 5 (8-9 marks) Candidates demonstrate a sophisticated understanding of the sources and knowledge and understanding of, and attitudes towards, the Tolpuddle Martyrs. They interpret the message and purpose of both sources in context and produce a fully developed response to explain why the two sources represent the martyrs in such different ways. .</p> <p>Level 4 (6-7 marks) Candidates demonstrate sound understanding of the sources and knowledge and understanding of, and attitudes towards, the Tolpuddle Martyrs. However, their answers are weaker in interpreting the purpose of one of the sources or explaining the context of the Tolpuddle Martyrs. They produce a sound response to explain why the two sources represent the martyrs in such different ways. (See over for guidance on this level)</p> <p>Level 3 (4-5 marks) Candidates demonstrate sound understanding of one of the sources and knowledge and understanding of the activities and trial of, and attitudes towards, the Tolpuddle Martyrs. They produce a sound response to explain the message / context but not purpose of either source.</p> <p>Level 2 (2-3 marks) Candidates demonstrate limited knowledge and understanding of the Tolpuddle Martyrs. They interpret the source(s) and produce a simple response. They do not identify 'why disagree' but instead focus on the messages in the two sources.</p> | 9 | <p>Use CONT to show where contextual knowledge is awarded and use EVAL for purpose</p> <p>Difference in PURPOSE (Intended Impact and reasons why different) of both authors explained with accurate deployment of contextual knowledge on Tolpuddle Martyrs</p> <ul style="list-style-type: none"> Award L4 only if candidates consider two of Context / Purpose / Message (L5 reserved for candidates who do all three well). <p>Difference in PURPOSE of one source (Intended Impact of ONE source) explained: the other source has analysis of message and context of Tolpuddle Martyrs. CK defines mark</p> <p>Message of both sources and context of Tolpuddle Martyrs but not PURPOSE.</p> <ul style="list-style-type: none"> If PURPOSE (intentions) of at least one source is not considered can only be maximum Level 3 <p>Describes one source, then the other and says 'so they are similar/different'.</p> |

| Q | Answer | Marks | Guidance |
|---|--|-------|---|
| | <p>Level 1 (1 mark) Candidates describe the source(s) and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | | <p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>These two sources disagree about the Tolpuddle Martyrs because they come from different sides. Source B claims that the Tolpuddle Martyrs are revolutionaries and are trying to bring down society. They are a great danger and are to be feared. Source C, on the other hand, says that the Martyrs were merely uniting into a union to try and improve their wages. It claims that workers at that time were living in poverty and were worse off than slaves. All the Tolpuddle Martyrs wanted to do was to improve their wages so their families could eat. Source B comes from the judge at the trial of the Tolpuddle Martyrs in 1834. They were agricultural labourers who had formed a union to try and stop their wages from being reduced. Unions were not illegal but the authorities were not keen on them. They had been through the Swing Riots and feared revolution. They decided to use an old law banning secret oaths to prosecute the men. The judge was under pressure to punish the prisoners harshly. In Source B he is trying to persuade the jury that the men are dangerous and should be found guilty at the start of the trial. This is clear when he says that by taking the oath they 'shake the foundations of society'. So his purpose is to get the jury to believe that they are dangerous to persuade them to find them guilty and justify a harsh sentence - they were transported.</i></p> <p><i>Source C is different because it comes from a radical newspaper which would support the men and be horrified by the sentences. It is trying to persuade people that the Martyrs were simply trying to form a union to improve their wages. It is trying to persuade people to protest against the sentence. The men became popular heroes and demonstrations were held up and down the country against the sentences. In 1836 the Government was forced to back down and let the men come home. This source is part of that campaign and is trying to persuade people to protest.</i></p> <p><i>This is why the sources disagree about the Tolpuddle Martyrs. One is trying to justify a harsh sentence while the other is trying to get people to oppose the sentence.</i></p> |

| Q | Answer | Marks | Guidance |
|---|---|-------|---|
| 3 | | 8 | |
| | <p>Q: Study Source D. How useful is this source as evidence about the Rebecca Riots? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (7-8 marks) Candidates demonstrate a sophisticated understanding of the source and knowledge and understanding of the Rebecca Riots. They make sophisticated inferences from the source (unwitting testimony) in context and produce a fully developed response to evaluate the source for utility (they explain ways in which the source is useful as evidence about the rioters) and ways in which the source is not useful with specific reference to their contextual knowledge (useful and not useful: different contextual knowledge for both sides)..</p> <p>Level 3 (5-6 marks) Candidates demonstrate sound understanding of the source and knowledge and understanding of the Rebecca Riots. They make sophisticated inferences from the source (unwitting testimony) in context and produce a fully developed response to evaluate the source for utility - they explain ways in which the source is useful as evidence about the Rebecca Riots AND why it is not useful. However, contextual knowledge is only effectively deployed for one side.</p> <p>Level 2 (3-4 marks) Candidates demonstrate some understanding of the source and sound knowledge and understanding of the Rebecca Riots. They use their knowledge of the Rebecca Riots to produce a developed response explaining the usefulness or limitations of the source.</p> | 8 | <p>Use '+' for useful, '-' for not useful/limitations, 'S' for support from source, 'CONT' for relevant contextual knowledge and NAQ for irrelevant contextual knowledge.</p> <p>Supported inferences using knowledge and source. Useful AND not useful with different CONT for each side</p> <p>Depth of CK determines mark</p> <p>Supported inferences using knowledge and/or source. Useful AND not useful but CONT is either the same for both sides (Tollgates, dressed as women) or only done for one side</p> <p>Award L3 if both useful / not useful are done but done poorly: i.e. both sides considered but not developed / imbalanced argument</p> <p>Useful OR not useful.</p> |

| Q | Answer | Marks | Guidance |
|---|--|-------|---|
| | <p>Level 1 (1-2 marks) Candidates demonstrate limited understanding of the source and knowledge and understanding of the Rebecca Riots. They produce a basic response by explaining the surface information in the source as a whole. Generally unsupported assertions or descriptions (e.g. 'dressed as women')</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | | <p>Answers on Rebecca Riots that do not assess usefulness. Copying or paraphrasing.</p> <p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>This source is useful evidence about the Rebecca Rioters because it tells us about their grievances and their targets. The Rioters operated in West Wales and dressed up as women as the cartoon shows. They smashed up the tollgates as can be seen in the cartoon. The farmers had to pay at these gates for using the toll roads. They needed to use the roads a lot to transport lime for the farms. This was very unpopular especially because several of the companies that ran them were English. However the cartoon also tells us about the other things the rioters were complaining about: church rates, the new Poor Law and tithes. They disliked paying church rates and tithes because this meant paying towards the costs of the Church. Most Welsh people were Nonconformists and did not go to the Church, so why should they pay for it? They were also protesting against the poor rates which had gone up because of the 1834 Poor Law Amendment Act.</i></p> <p><i>The cartoon is also useful because it shows us that the Rebecca Rioters could be violent and they did kill a gatekeeper in 1843.</i></p> <p><i>The cartoon cannot be completely trusted because it was published in England. Many people in England did not understand the grievances of the Welsh and this cartoon makes them look like mindless thugs. However, the cartoon is also useful because of this. It gives us evidence about how the Rioters were seen in London. This explains why the government sent troops in deal with the Rioters.</i></p> <p><i>The source is not very useful for telling us about the context of the riots. This was a very difficult time for the Welsh farmers with poor harvests and rents being put up by English landlords. Many of the farmers were in desperate poverty and this why it mattered so much when other things like tithes went up. It also fails to tell us about the other methods they used such as peaceful mass meetings showing that they were not all as violent as is shown in the cartoon.</i></p> |

| Q | Answer | Marks | Guidance |
|---|--|-------|--|
| 4 | <p>Q: Study Source E? What is the message of this poster? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (7-8 marks) Candidates demonstrate sophisticated knowledge and understanding of the suffragettes / Suffragist movements and the period. They interpret the poster by explaining the main point of view of the poster and produce a fully developed response, supported by comprehensive contextual knowledge and understanding and by detailed use of the poster. Relevant and accurate knowledge deployed would include Arson / Post Boxes / Conciliation Act (1911) / window smashing / debates in Parliament in March 1912 (they demonstrate a firm understanding of events in <u>1911-1912</u>) and / or reference / descriptions to other Suffragette posters (establishing typicality). Must be two different uses of explained CK and / or similar posters for 8 marks.</p> <p>Level 3 (5-6 marks) Candidates demonstrate a sound knowledge and understanding of the suffragettes /Suffragists and the period. They interpret the cartoon by explaining the main message of the poster and produce a developed response, supported by general contextual knowledge about the Suffragettes (attacking PM, graffiti / hunger strikes) around this time and by use of details in the poster. Must be minimum two examples of CK for 6 marks.</p> <p>Level 2 (3-4 marks) Candidates demonstrate some knowledge and understanding of the suffragettes / Suffragists. They interpret a valid sub-message of the cartoon and produce a valid response supported by some general contextual knowledge about the suffragettes and some use of the source.</p> | 8 | <p>Use EVAL+CONT for message in context (L5), EVAL for purpose (L4), CONT for message (L3/4) and L2 for detail or topic. NAQ for irrelevant information</p> <p>Message in detailed <u>specific context of 1911- 1912 or comparison between campaigns of Suffragettes and Suffragists</u></p> <ul style="list-style-type: none"> Reference to Emily Davison / Derby death is 1913 and therefore should be marked NAQ as not relevant. Likewise – slashing pictures in the National gallery happened in 1914 so not relevant so NAQ too. <p>Message but more about Suffragette campaign generally: answers are not 'Why 1912'.</p> <ul style="list-style-type: none"> Reference to Emily Davison / Derby death is 1913 and therefore should be marked NAQ as not relevant. Likewise – slashing pictures in the National gallery happened in 1914 so not relevant so NAQ too. <p>Message and some general context</p> |

| Q | Answer | Marks | Guidance |
|---|--|-------|--|
| | <p>Level 1 (1-2 marks) Candidates produce a simple response about a message based on a surface reading of the cartoon. CK is very general about women not having the vote.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | | <p>Description of poster only</p> <p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The message of this poster is that women deserve the vote and should be given it. The poster shows a number of men going into a polling station to vote. They look like ordinary men and not especially qualified. The policeman is banning the women from voting. They are shown as educated and intelligent. One is a lawyer, one a professor, another an artist and another a mother. This shows the range of different contributions women make to society as well as the fact that they are easily as qualified as the men in the poster. Despite this they cannot vote. This poster was published in 1912 at the height of the suffragette campaign to win women the vote. 1912 was when the suffragettes stepped up their campaign and began mass window-smashing on Oxford and Regent Street and was the year after the Conciliation Act had been rejected by the House of Commons.</i></p> <p><i>I think this poster is part of their campaign as they used propaganda like this and other posters that showed all the bad things that men could be – such as lunatics – and yet have the vote. Yet women performed a number of important roles such as being a nurse or mother and did not have the vote.</i></p> <p><i>They also went on hunger strike, attacked property, went on marches and even committed arson as well as throwing an axe at the Prime Minister as well as chalking graffiti on the streets of London. They argued, like this poster does, that women should be equal to men. Women were becoming doctors and lawyers and were obviously capable of understanding politics. They shouldn't have to stay at home, they should be allowed to play a full part in public life and this is the message of the poster.</i></p> <p><i>This poster shows that women were qualified and capable enough to be given the vote. It also supports women being given the vote as the right thing to do.</i></p> |

| Q | Answer | Marks | Guidance |
|---|---|--------------|---|
| 5 | | 19 (16+3) | ✍ This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 15 to allocate SPaG marks. |
| | <p>Q: 'In the period 1880-1914 protest was about no more than improving living and working conditions.' How far do you agree with this statement? Use your knowledge of Protest and Reaction In Britain, 1800-1914 and the sources to explain your answer.</p> <p>Level 6 (15-16 marks) Candidates demonstrate comprehensive knowledge (at top of level – from beyond the paper) and understanding of protest and reaction, 1800-1914 to produce a fully developed response that evaluates the interpretation effectively. They make sophisticated use of a range of sources which are interwoven with their knowledge to support their response. There is clear evidence of at least one source used critically.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 5 (12-14 marks) Candidates demonstrate good knowledge and understanding of protest and reaction (at top of level from beyond the paper) 1800-1914 to produce a balanced response that evaluates both sides of the interpretation effectively. They make good use of several of the sources to support their response Conclusion or use of sources may come across as added on, though an answer is clearly given.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> | 16 | <p>Use a XSS for L6. Use '+' for agree, '-' for disagree, 'S' for source support, CONT for relevant contextual knowledge, XSS for coherent or clinching argument as Level 6</p> <p>Level 6 answers are characterised by an argument that is clear from the start – you know where they are going – a coherent answer with a 'clinching argument'. The candidate gives their opinion and supports it by accurate use of knowledge and uses the sources as support for both sides throughout the answer.</p> <p>For Levels 4, 5 and 6:</p> <ul style="list-style-type: none"> • Use of contextual knowledge defines the mark in the level. • Reserve <u>the top mark in levels 6</u> (16 marks) for candidates who use contextual knowledge <u>NOT on the paper</u> e.g. Match Girls' Strike, Peterloo, Swing Riots or Chartists. <p>Level 5 answers may consider both sides of the argument well, but the conclusion can feel 'bolted-on'. <u>To reach level 5 or 6 candidates will have done both sides well with both accurate deployment of knowledge and valid use of the sources to support their argument. We expect to see a minimum of 3 sources used critically for these levels.</u></p> <ul style="list-style-type: none"> • Reserve <u>the top mark in level 5</u> (13 marks) for candidates who use contextual knowledge <u>NOT on the paper</u> e.g. Match Girls' Strike, Peterloo, Swing Riots or Chartists. |

| Q | Answer | Marks | Guidance |
|---|--|-------|---|
| | <p>Level 4 (9-11 marks) Candidates demonstrate sound knowledge and understanding of protest and reaction, 1800-1914 to produce a developed response that either effectively supports or challenges the interpretation. Both sides are considered but the answer is imbalanced: one side is much weaker than the other either in terms of either contextual knowledge or source use.</p> <p>Spelling, grammar and punctuation are accurate. Meaning is communicated clearly./ disagree</p> <p>Level 3 (6-8 marks) Candidates demonstrate some knowledge and understanding of protest and reaction, 1800-1914 to produce a one-sided response (or one where the opposite side is mentioned but not supported). They must assert which sources support their argument. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (4-5 marks) Candidates only use their knowledge of protest and reaction, 1800-1914 and produce a basic response that makes no valid use of sources. OR Candidates only use the sources to support / not support and therefore produce a response which has no use of their knowledge.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> | | <p>Candidates deploy knowledge accurately and make valid use of some sources to support their answer, but one side of the argument is done better than the other. (For example, one side is supported by knowledge/one source only)</p> <ul style="list-style-type: none"> Note – top of level for CK not on paper as with Levels 5 and 6 <p>Candidates deploy knowledge accurately and make valid use of some sources, but they only address one side of the argument.</p> <p><u>Answers which fail to use either knowledge or sources means that any candidate cannot score above level 2 / 5 marks. It is not enough to simply 'refer to the sources by letter' - this is not using them critically and, where candidates write 'as in source C' this would only be a level 2 response (at most)</u></p> <ul style="list-style-type: none"> Poor answers in terms of depth - answers that only have limited CK and use of only one source - are L2 / 5. |

| Q | Answer | Marks | Guidance |
|---|--|-------|--|
| | <p>Level 1 (1-3) Candidates demonstrate limited knowledge of protest and reaction, 1800-1914 or make a limited use of sources. A very limited response is produced. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | | <p><u>You must mark any blank pages with the annotation BP before you can submit a 100% marked response.</u></p> <p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>Many protests were about both of these with hardship being the basic cause and political aims being the way to put things right. So although improved living and working conditions were an important spark for protest they were not the only ones as the need for political change was also a reason for protest. So I only agree with the statement to an extent.</i></p> <p><i>The Luddites were mainly concerned with the fact that new machines like power looms were taking away their skilled jobs. This would lead to either unemployment or lower wages. This was happening at a time of unemployment, poor wages and high prices, which made things worse. I think the Tolpuddle Martyrs were the same. The Tolpuddle Martyrs formed a union when times were especially hard and their wages were going down. Source C shows that the Tolpuddle Martyrs wanted better wages The Swing Riots took place at nearly the same time. The Rebecca Riots happened at a time when times were very hard with higher rents and poor harvests. Source D shows the Rebecca Rioters were angry about higher poor rates and tithes which they could not afford and which were making them poorer. All these people wanted to improve their living and working conditions. Source A shows that the Luddites were worried about the machines, which is why they wanted to destroy them. The Match girls Strike in 1888 was about improving working conditions in Bryant & Mays factory. The girls were working very long hours and in terrible conditions The white phosphorus was very dangerous and gave them bone cancer.</i></p> <p><i>However some of these groups realised that the best way to improve their lives was through political changes. Source E shows that suffragettes wanted the vote for women because they were deserving of it. Then they would be</i></p> |

| Q | Answer | Marks | Guidance |
|---|--------|-------|---|
| | | | <p><i>able to put pressure on governments for other improvements in women's lives. The Chartists thought that when they had the Six Points of the Charter there would be working class MPs who would pass laws to improve living and working conditions. Source D shows that even the Rebecca Rioters wanted to get rid of Peel who was Prime Minister at the time. They blamed him for many of their troubles. However, not all the sources can be trusted. The judge in Source B claims that the Tolpuddle Martyrs were political revolutionaries but this tells us more about the fears of the upper-classes that England would suffer a revolution like the one that had happened in France and the threats in Source A by the Luddites to overthrow the government were made to make the factory owners afraid of them and therefore may well be exaggerating the number of men prepared to fight.</i></p> |

Spelling, punctuation and grammar (SPaG) assessment grid

| |
|--|
| <i>High performance 3 marks</i> |
| Candidates spell, punctuate and use 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. |
| <i>Intermediate performance 2 marks</i> |
| Candidates spell, punctuate and use 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>Threshold performance 1 mark</i> |
| Candidates spell, punctuate and use 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. |

Answers less than one side = 1 mark

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