



# SPECIMEN

**General Certificate of Secondary Education**

**A955/22**

**History A (Schools History Project)**

A Study in British History: Protest and Reaction  
in Britain, 1800–1914

**Specimen Paper**

Time: 1 hour 30 minutes

Candidates answer on a separate answer booklet.

**Additional materials:** Answer booklet (8 pages)

### INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number on the answer booklet.
- Study the sources carefully. You are advised to spend at least ten minutes doing this.
- Answer **all** the questions.
- Write your answers, in black ink only, in the answer booklet.
- Write the numbers of the questions you have answered in the box on the front of the answer booklet.

### INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [ ] at the end of each question or part-question.
- The total number of marks for this paper is **53**.

### ADVICE TO CANDIDATES

- Read each question carefully. Make sure you know what to do before you start each answer.
- You will be assessed on the quality of written communication in your answer to question 5. Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar.

This document consists of **8** pages.

**Study the sources carefully. You are advised to spend at least ten minutes doing this.**

**In answering the questions, you will need to use your knowledge of Protest and Reaction in Britain, 1800–1914 to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you can also use any of the other sources if they are relevant.**

**Your answer to Question 5 should be based largely on your knowledge of Protest and Reaction in Britain, 1800–1914 but you should also use the sources.**

**Answer ALL the questions.**

**1** Study Source A.

Why was this poster published at this time? Use the source and your knowledge to explain your answer. **[8]**

**2** Study Sources B and C.

How similar were the attitudes of the authorities in these two sources? Use the sources and your knowledge to explain your answer. **[9]**

**3** Study Source D.

Does this source support the view that the authorities dealt successfully with the Match Girls' Strike? Use the source and your knowledge to explain your answer. **[9]**

**4** Study Sources E and F.

How far do the messages of these two cartoons agree with each other? Use the sources and your knowledge to explain your answer **[8]**

**5** Study all the sources.

'Popular protest in the period 1800–1914 had no chance of succeeding.'

How far do you agree with this interpretation? Use your knowledge of Protest and Reaction in Britain, 1800–1914 **and** the sources to explain your answer.

**[16]**

 Spelling, punctuation and grammar **[3]**

**Paper total: [53]**

A Study in British History: Protest and Reaction in Britain, 1800–1914

How much chance did popular protest have of succeeding?

Source A

**WHEREAS,**  
 Several **EVIL-MINDED PERSONS** have assembled together in a  
 riotous Manner, and **DESTROYED** a NUMBER of

**FRAMES,**

**In different Parts of the Country :**

THIS IS  
**TO GIVE NOTICE,**  
 That any Person who will give Information of any Person or Persons  
 thus wickedly

**BREAKING THE FRAMES,**  
 Shall, upon **CONVICTION**, receive

**50 GUINEAS**  
**REWARD.**

And any Person who was actively engaged in **RIOTING**, who will  
 impeach his Accomplices, shall, upon **CONVICTION**, receive the  
 same Reward, and every Effort made to procure his Pardon.

↪ Information to be given to Messrs. **COLDHAM** and **ENFIELD**.

*Notttingham, March 26, 1811.*

G. Archer, Printer, Nottingham.

*A poster published in March 1811.*

1 guinea = £1.05

**Source B**

During the short time I recently passed in Nottingham, not twelve hours elapsed without some fresh act of violence; and on the day I left the county I was informed that forty Frames had been broken the preceding evening, as usual, without resistance and without detection. Whilst these outrages must be admitted to exist to an alarming extent, it cannot be denied that they have arisen from circumstances of the most unparalleled distress: the perseverance of these miserable men in their actions, tends to prove that nothing but absolute desperation could have driven a large, and once honest and industrious, body of the people, into actions so hazardous to themselves, their families, and the community. They were not ashamed to beg, but nobody offered help to them: their own means of subsistence were cut off, no other employment was available; and their crimes, however to be deplored and condemned, can hardly be a surprise.

As the sword is the worst argument than can be used, so should it be the last. Had proper meetings been held in the earlier stages of these riots, had the grievances of these men been fairly weighed and justly examined, I do think that ways might have been found to restore these men to their work, and tranquillity to the country.

*From a speech made by a Lord in Parliament in 1812.  
He was speaking against the government's Act which made frame breaking punishable by death.*

**Source C**

**TO  
REBECCA  
AND HER  
DAUGHTERS,  
  
WELSHMEN,**

Do you think I can allow your riots to continue? I tell you **No**. I have fought, and am continuing to fight your battles, until I can obtain justice for you and your children. However, I am the first man to keep the Queen's peace, and prevent anything like riot or disturbance. I have done enough already to convince the Government of the justice of your grievances. They have sent soldiers to keep the peace. **Therefore I beg you not to meet together on Wednesday night.** Your behaviour is childish and absurd. Why do you show stupidity when wisdom is required? The penalty for pulling down a tollhouse is **TRANSPORTATION FOR LIFE.**

*A poster issued by the High Sheriff of Cardiganshire, June 1843.  
The High Sheriff was the government's chief law officer in the county.*

### Source D

The manager of the works now states that the strike was brought about by the summary dismissal of one girl. She had been instructed by the overseer to fill boxes of matches in a particular way and she refused. Shortly afterwards the whole of her comrades in the wood match making department walked out of the factory. The girls say that the order to fill the boxes in this particular manner is, in fact, an attempt on the part of their employers to extract more work out of them by requiring two boxes to be filled instead of one at each stroke of the cutting machine. The firm blames the strike on outside influence. On Friday the girls assembled early outside the gates, picketed those who went in, and attempted to hold a series of meetings, but were dispersed by about twenty policemen. Two men attempted to make speeches, but were prevented by the police, and one was arrested.

*A newspaper article, 8 July 1888.*

### Source E



*The caption to the cartoon read, 'One Man One Suffragette. A Suggestion to the House of Commons Police. Why not supply dummy Suffragettes with which each constable might rehearse in his spare time, and so keep himself in training for the peculiar form of Jiu-Jitsu required to meet the real thing?'*

*A cartoon published in 1907.*

*Jiu-Jitsu is a martial art.*

## Source F



*Politicians: Boo-Hoo, they are coming here again.  
 Fatherly policeman: Never mind, my little men, I'll protect you.*

*A cartoon showing Prime Minister Asquith and other leaders of the Liberal government.  
 In the background there is a suffragette demonstration at the Houses of Parliament.  
 The banner reads 'Votes for Women'.*

*A cartoon published in 1909.*

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*Copyright Acknowledgements:*

*Sources:*

**Source A:** Broadsheet issued by the British Parliament on 26 March 1811

**Source B:** Text extract from a speech by Lord Byron in the House of Lords, 27 February 1812

**Source C:** Adapted from a poster, *High Sherriff of Cardiganshire*, The National Archives, ref: HO45/454 f.108

**Source D:** Adapted from The British Library, *Strike Of Bryant And May's Match Girls*, Reynolds's Newspaper (London, England), Sunday, July 8, 1888; Issue 1978. © The British Library Board

**Source E:** Edward Tennyson Reed, *One man one Suffragette*, Punch Magazine, 1907. © Mary Evans Picture Library

**Source F:** © Women's Library, ref: TWL.2002.624

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**SPECIMEN**

**...day June 2015 – Morning/Afternoon**

**GCSE HISTORY A**

**A955/22**

**MARK SCHEME**

**Duration: 1 hour 30 minutes**

**MAXIMUM MARK 53**

**SPECIMEN**

**This document consists of 12 pages**

## Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

<b>AO1</b>	Recall, select, use and communicate their knowledge and understanding of history.
<b>AO2</b>	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"><li>• key concepts: causation, consequence, continuity, change and significance within an historical context</li><li>• key features and characteristics of the periods studied and the relationships between them.</li></ul>
<b>AO3</b>	Understand, analyse and evaluate: <ul style="list-style-type: none"><li>• a range of source material as part of an historical enquiry</li><li>• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.</li></ul>

Q	Answer	Marks	Guidance
1		8	
	<p><b>Q: Why was this poster published at this time? Use the source and your knowledge to explain your answer.</b></p> <p><b>Level 5 (8 marks)</b> Candidates demonstrate a sophisticated understanding of the source and knowledge and understanding of protest and reaction in the early nineteenth century. They evaluate the purpose (in terms of intended impact) for it being published and they use their knowledge of protest and reaction at the time to explain why it was published then.</p> <p><b>Level 4 (6–7 marks)</b> Candidates demonstrate sound understanding of the source and knowledge and understanding of protest and reaction in the early nineteenth century. They explain the purpose (in terms of intended impact) for it being published.</p> <p><b>Level 3 (4–5 marks)</b> Candidates demonstrate some understanding of the source and knowledge and understanding of protest and reaction in the early nineteenth century to explain the message of the source.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate some understanding of the source and show limited knowledge and understanding of protest and reaction in the early nineteenth century. They explain some context but fail to explain the message or purpose of the source <b>or</b> they explain the message or purpose of publication of the source without setting it in context.</p> <p><b>Level 1 (1 mark)</b> Candidates describe the source and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	8	<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 was published in 1811 because that was when there were people going round breaking weaving machines, and the authorities wanted to stop this happening. By publishing this source the authorities hoped to encourage people to give information about the people who were to blame for the machine breaking. That's why the poster offers a large reward. It was aimed at making sure these people were caught and brought to justice. The Prince Regent offered to pay the money for this reward. They needed information because the people who were doing it were known as Luddites, who secretly sent threatening letters to factory owners. The Luddites objected to the introduction of machinery which they thought would lose them their jobs. During 1811 and 1812 there were disturbances in Nottinghamshire, Yorkshire and Lancashire caused by the Luddites, and the authorities were determined to stamp the movement out, and this poster was part of their efforts to do that.</i></p>

Q	Answer	Marks	Guidance
2		9	
	<p><b>Q: Study Sources B and C. How similar were the attitudes of the authorities in these two sources? Use the sources and your knowledge to explain your answer.</b></p> <p><b>Level 5 (9 marks)</b> Candidates demonstrate a sophisticated understanding of the sources and knowledge and understanding of attitudes of the authorities towards protest in the first half of the nineteenth century. They interpret the sources in context and produce a fully developed response to evaluate similarities and differences between them.</p> <p><b>Level 4 (7–8 marks)</b> Candidates demonstrate sound understanding of the sources and knowledge and understanding of attitudes of the authorities towards protest in the first half of the nineteenth century. However, one source is interpreted less satisfactorily. They produce a sound response to explain similarities and differences between them.</p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate some understanding of the sources and knowledge and understanding of attitudes of the authorities towards protest in the first half of the nineteenth century. They produce a basic response by comparing the attitudes of the two sources.</p> <p><b>Level 2 (3–4 marks)</b> Candidates demonstrate limited knowledge and understanding of attitudes of the authorities towards protest in the first half of the nineteenth century. They interpret the source(s) and produce a simple response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates describe the sources and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	9	<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 show attitudes are similar in two different ways. Source B is talking about the Luddites. The speaker who is a Lord and would therefore be expected to oppose the protests is, in fact, sympathetic. He understands that the Luddites have been driven to take action through desperation, and believes their protests could have been avoided if the situation had been handled better. Similarly, the High Sheriff in Source C would normally oppose the Rebecca Rioters. However, he also accepts that they have some justice behind their cause, and he has actually tried to convince the government of this. Government action against the Rebecca Rioters was not that severe. Troops were sent to South Wales to calm the situation as Source C mentions, but the government shared the High Sheriff's view that the rioters had good reason to protest, as seen when an Act was passed in 1844 abolishing turnpike trusts in South Wales. On the other hand, both the Lord and the Sheriff don't think the rioters were right to do what they did. The Lord calls their actions 'outrages', and the Sheriff calls their behaviour 'childish and absurd'. As Source B shows, in 1812 the government made frame breaking punishable by death. This was in the Frame Breaking Act, and many alleged Luddites were indeed tried and executed. Whilst some of the Rebecca Rioters were treated harshly by being transported to Australia.</i></p>

Q	Answer	Marks	Guidance
3		9	
	<p><b>Q: Does this source support the view that the authorities dealt successfully with the Match Girls' Strike? Use the source and your knowledge to explain your answer.</b></p> <p><b>Level 5 (9 marks)</b> Candidates demonstrate sophisticated understanding of the source and knowledge and understanding of protest and reaction in the later nineteenth century. They use their knowledge and produce a fully developed response that evaluates how it supports or does not support the view that the authorities dealt with the strike effectively.</p> <p><b>Level 4 (7–8 marks)</b> Candidates demonstrate sound understanding of the source and knowledge and understanding of protest and reaction in the later nineteenth century. They use their knowledge and produce a developed response that explains how it supports or does not support the view that the authorities dealt with the strike effectively.</p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate some understanding of the source and knowledge and understanding of protest and reaction in the later nineteenth century. They use their knowledge and produce a limited explanation of whether the source supports and/or does not support the view.</p> <p><b>Level 2 (3–4 marks)</b> Candidates demonstrate limited understanding of the source and knowledge and understanding of protest and reaction in the later nineteenth century to argue whether or not the source supports the view.</p> <p><b>Level 1 (1–2 marks)</b> Candidates describe the source and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	9	<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 at first appears to support the view that the authorities dealt successfully with the strike. It shows that the authorities dealt with labour disputes by trying to prevent strikers from making speeches and holding meetings. As this source states, the police on several occasions prevented the Match Girls from holding meetings, and arrested a man who tried to make a speech. In this sense, the authorities were successful in obstructing the strikers. However, although this is what this source shows, it does not definitively support the view that the authorities were successful in thwarting the strike, if this was indeed their intention. Some newspapers like 'The Times' claimed that the strike was being caused by socialist agitators, but there was also public support for the Match Girls, as shown when their leaders met some sympathetic MPs in the Houses of Parliament. The factory owner, Bryant, was nervous of all the bad publicity, and agreed to settle the strike on terms acceptable to the Match Girls. They had therefore won, but more importantly their success led to a rapid surge in unskilled workers becoming unionised and fighting for better conditions. Within a year both the London Gas Workers and the Dockers had organised into unions and won better working conditions. So in this sense the authorities lost a lot because of the Match Girls as the poorest and least skilled workers were now challenging their employers and winning.</i></p>

Q	Answer	Marks	Guidance
4		8	
	<p><b>Q: Study Sources E and F. How far do the messages of these two cartoons agree with each other? Use the sources and your knowledge to explain your answer.</b></p> <p><b>Level 5 (8 marks)</b> Candidates demonstrate sophisticated knowledge and understanding of the period in order to interpret the points of view of both cartoons. These are evaluated and compared through a sophisticated knowledge and understanding of the Suffragettes. They produce a fully developed response, supported by comprehensive contextual knowledge and understanding.</p> <p><b>Level 4 (6–7 marks)</b> Candidates demonstrate sound knowledge and understanding of the period in order to interpret the main messages of the two cartoons. These are explained and compared through a sound knowledge and understanding of the Suffragettes. They produce a developed response, supported by sound contextual knowledge and understanding.</p> <p><b>Level 3 (4–5 marks)</b> Candidates demonstrate some understanding of the two cartoons. The sub-messages of the cartoons are explained and compared through some knowledge and understanding of the Suffragettes.</p> <p><b>Level 2 (2–3 marks)</b> Candidates interpret the sources but make no valid comparison. They produce a simple response based on details of the cartoons. They demonstrate limited knowledge and understanding of the Suffragettes.</p> <p><b>Level 1 (1 mark)</b> Candidates describe the sources and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	8	<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>On the face of it, the messages of these two cartoons do agree. They suggest that the Suffragettes' demonstrations outside Parliament will have to be dealt with, and that it will be the police that will cope with them. However, on another level, you can see that they disagree. Source E is mocking the Suffragettes, and does not take their threat seriously. By portraying the Suffragettes as dummies that policemen can practise their martial arts skills on, the cartoon clearly regards the Suffragettes as figures of fun. In contrast, Source F takes the Suffragettes seriously, and seems, if anything, to be on their side. The people being mocked in this cartoon are the government, who are shown as little men running away from the Suffragette demonstration. A reason why I think the messages of these two cartoons disagree is because of the dates of the two cartoons. In 1907 the Suffragettes had not really stepped up the violence of their campaign. They still had some hopes that the new Liberal government might be sympathetic to their cause. Therefore Source E does not see the Suffragettes as a threat. Source F is dated 1909 and it shows Asquith as Prime Minister. It reflects the fact that as time went by the Suffragettes' demonstrations outside Parliament became much larger, with thousands taking part. Therefore, Source F does see the suffragettes as a threat. Whereas in the first years of the Suffragettes' protests they were seen as a bit of a joke, as time went by they were seen more and more as a genuine threat to law and order. This explains why the two cartoons disagree about the Suffragettes.</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 10 to allocate SPaG marks.
	<p data-bbox="250 355 999 411"><b>Q: ‘Popular protest in the period 1800–1914 had no chance of succeeding.’</b></p> <p data-bbox="250 443 969 531"><b>How far do you agree with this interpretation? Use your knowledge of Protest and Reaction in Britain, 1800–1914 and the sources to explain your answer.</b></p> <p data-bbox="250 563 528 595"><b>Level 6 (15–16 marks)</b></p> <p data-bbox="250 598 976 746">Candidates demonstrate comprehensive knowledge and understanding of Protest and Reaction, 1800–1914 to produce a fully developed response that evaluates effectively the interpretation. They make sophisticated use of a range of sources to support their response.</p> <p data-bbox="250 762 981 826">Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p data-bbox="250 858 528 890"><b>Level 5 (12–14 marks)</b></p> <p data-bbox="250 893 976 1042">Candidates demonstrate good knowledge and understanding of Protest and Reaction, 1800–1914 to produce a developed response that evaluates effectively the interpretation. They make good use of several of the sources to support their response.</p> <p data-bbox="250 1058 981 1121">Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p data-bbox="250 1153 528 1185"><b>Level 4 (9–11 marks)</b></p> <p data-bbox="250 1189 976 1337">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. They make sound use of several of the sources to support their response.</p> <p data-bbox="250 1353 981 1417">Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	16	<p data-bbox="1137 355 2007 411">This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p data-bbox="1137 443 2069 970"><i>I do agree with this interpretation to some extent. Throughout this period the authorities always had the physical force to repress protest if they really wanted to. From the crushing of the Luddite disturbances using the full force of the law to make machine breaking a capital offence, and executing many of the rioters, through to the Suffragettes, who were physically abused by the police, imprisoned, and even force-fed to make sure they could not succeed in their hunger strikes, the authorities showed little hesitation in resorting to force in dealing with protestors. The sources give evidence of the determination of the authorities not to give in to protest. Source A, for example, shows how large rewards would be given to anyone who was prepared to provide information about the Luddites - 50 guineas in those days was a huge amount of money, especially for someone with a working-class background. In Source E, you can also see how the police are quite happy to protect the government from the Suffragettes, and in Source C, the High Sheriff threatens the rioters with transportation. Another group that was punished with transportation were the Tolpuddle Martyrs. The authorities came down on them very hard because they were determined that workers should not be allowed to form unions.</i></p> <p data-bbox="1137 1002 2069 1305"><i>However, this doesn’t necessarily mean that protestors had no chance of success. The sources show that some people in authority realised that the protestors sometimes had justice on their side. The Lord in Source B, and the High Sheriff in Source C, both show sympathy, and in the case of the Rebecca Rioters this sympathy was turned into action, when the government abolished the turnpike trusts whose abuses had been one of the main reasons for the riots in the first place. Even though Source D shows the authorities intervening to obstruct the Match Girls’ Strike, we know that the strike actually ended in success for the protestors, and in the rapid growth of unions for unskilled workers, so protest sometimes did succeed.</i></p> <p data-bbox="1137 1337 2069 1401"><i>So overall I disagree with the interpretation. In this period, although the chances that protest would succeed were not good, there were times when the</i></p>

Q	Answer	Marks	Guidance
5 	<p><b>Level 3 (6–8 marks)</b> Candidates demonstrate some knowledge and understanding of Protest and Reaction, 1800–1914 to produce a response. They assert which sources support the interpretation and which sources disagree with the interpretation.  Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (4–5 marks)</b> Candidates demonstrate limited knowledge of Protest and Reaction, 1800–1914 and produce a basic response that makes little valid use of sources.  Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 1 (1–3 marks)</b> Candidates demonstrate very limited knowledge of Protest and Reaction, 1800–1914 or make little use of sources. A very limited response is produced.  Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>		<p><i>authorities realised that it would make more sense to make some concessions, rather than simply using force to crush protest.</i></p>

**Spelling, punctuation and grammar (SPaG) assessment grid**

<b><i>High performance 3 marks</i></b>
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.
<b><i>Intermediate performance 2 marks</i></b>
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.
<b><i>Threshold performance 1 mark</i></b>
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.

### Assessment Objectives (AO) Grid

(includes Spelling, Punctuation and Grammar )

Question	AO1	AO2	AO3	SPaG	Total
<b>1</b>	3	1	4		<b>8</b>
<b>2</b>	3	2	4		<b>9</b>
<b>3</b>	3	2	4		<b>9</b>
<b>4</b>	3	1	4		<b>8</b>
<b>5 </b>	8	4	4	3	<b>19</b>
<b>Totals</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>3</b>	<b>53</b>

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