

History

Answers and commentaries

GCSE (8145)

2AB Britain: Power and the people: c1170 to the present day

Marked answers from students for questions from the June 2022 exams. Supporting commentary is provided to help you understand how marks are awarded and how students can improve performance.

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Answers and commentaries

Please note that these responses have been reproduced exactly as they were written by the student.

This resource is to be used alongside the GCSE History 2AB Britain: Power and the people: c1170 to the present day June 2022 Question paper and inserts.

Question 1

How useful is Source A to an historian studying the Tolpuddle Martyrs?

Explain your answer using Source A and your contextual knowledge.

[8 marks]

Mark scheme

Target **Analyse sources contemporary to the period (AO3a)**
Evaluate sources and make substantiated judgements (AO3b)

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of the source (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

Level 4: **Complex evaluation of source with sustained judgement based on content and provenance** **7–8**

Extends Level 3.

Students may progress from a developed evaluation of the source by sustained, balanced judgements of the source supported by factual knowledge and understanding related to the enquiry point and the broader context of the thematic study.

For example, the cartoon is useful because it shows that change could happen when there was middle-class support for movements to help the working class. This picture shows the power of propaganda to present a case for change. As they dedicated the picture to him there was widespread support for his views about the Tolpuddle Martyrs and other social issues that were unfair and unjust like the Corn Laws. Although the men were pardoned on 14 March 1836, many of the people involved in freeing them went on to be involved in Chartism and ways to make the lives of ordinary working people better.

Level 3: Developed evaluation of source based on content and/or provenance 5-6

Extends Level 2.

Students may progress from a simple evaluation of the source with extended reasoning supported by factual knowledge and understanding related to the enquiry point and the broader context of the thematic. This may evaluate utility either on the basis of content and/or provenance.

For example, it is useful because it shows that disapproval of what had happened to the Tolpuddle Martyrs was widespread across different classes of society. They were properly organised in protesting against the injustice. This demonstration is calm, orderly and clearly well-planned. They obviously had support across society if an MP, a respected man like Wakley was involved.

Level 2: Simple evaluation of source based on content and/or provenance 3-4

Students may progress from a basic analysis of the source by reasoning supported with factual knowledge and understanding.

For example, it is useful because it shows that many people wanted to protest about the punishment of the Tolpuddle Martyrs. These people are well-dressed and they want to send a petition like this one to Parliament. It shows that there was wide support against what had happened to George Loveless and the other Tolpuddle Martyrs.

Level 1: Basic analysis of source 1-2

Answers may show understanding/support for the source, but the case is made by assertion/basic inference.

Students identify basic features which are valid about the source related to the enquiry point.

For example, it is useful because it shows that lots of people knew about the Tolpuddle Martyrs and wanted to protest.

Students either submit no evidence or fail to address the question 0

Student responses

Response A

One way in which it is useful is because it shows the popularity of this issue. Although the number of people is greatly exaggerated, it conveys that many people disagreed with the Tolpuddle Martyrs deportation to Australia. The protest depicted was very soon after the arrest of the Tolpuddle Martyrs in 1834.

Another way in which it is useful is that it shows that the Tolpuddle Martyrs had the support of an MP. This shows that not all of the government agreed with the arrest of the Tolpuddle Martyrs. This shows that at this time ~~the government~~ some MPs were ~~syp syp~~ sympathetic towards ordinary people and fought for change.

This is a Level 2 response

The response shows simple evaluation of the source. It makes simple inference based on the source's content and provenance, which require further contextual knowledge to progress. It is credited at Level 2, at the higher mark level.

Response B

Source A is very useful to a historian studying the Tolpuddle Martyrs because it depicts masses of people in the crowd. I know that 800,000 people turned up to the protest at Copenhagen fields, as the case of the Martyrs shocked many. Most of these people were ordinary workers much like the Martyrs and felt angered that ~~they~~ the six martyrs were transported to Australia for 7 years. The source is also useful because it depicts wealthy looking attenders and I know that this mistreatment also caused the middle classes frustration too. It is useful for showing masses of people as well due to the fact the meeting was set up by Robert Owen's GNCTU, founded in 1833. This brought all unions together so it made them collective and therefore stronger. Therefore the crowd was so huge because workers from a range of different professions were part of the GNCTU and wanted to show their support.

The source is also useful because it shows the supporters taking the petition to parliament. I know that this is what happened because three years later in 1837, the Martyrs, led by George Loveless, were given a full pardon.

This is a Level 3 response

The response demonstrates developed evaluation of the source's content. An inference about the source's utility (based on the size and composition of those who supported the Tolpuddle Martyrs) is supported with contextual knowledge. Provenance is not addressed, meaning that the response is credited at Level 3, at the higher mark in the level.

Response C

Source A is useful to an extent. It shows that there was a major support for the six Tolpuddle Martyrs, through the large crowd and organised the good organisation, which suggest there was effort in planning. By the some of the people wearing more expensive clothes of the era, it emphasises how many people were involved as and that it wasn't only the very poor affected by the burning-of-tea-combination acts and banning of trade unions. This shows that many people must have disagreed-with been in support of trade unions and shows the impact to a historian, on how important this issue and campaign was. The source suggested-of supportive-is further verified and supported in its depiction, as we later see government did pardon the Tolpuddle Martyrs, who were allowed to return to England from Australia. And then trade unions were more widely accepted and can las were-later and slavery were later abolished. This show how big the movement for progress must have been, which made the picture seem more realistic.

However, it also may be biased as the painter could have been in support of the campaign, and as well as this it was also specific chosen to show to Thomas Wakley, an MP. This raises suspicious of an unrealistically large + grand depiction of the event, as it could have been to influence Thomas Wakley as he had power to bring change and was already perhaps easy to influence and openminded due to his support of radical ideas of the time and influence won radical reformers. Aswell, as this the painting could have been as unrealistic as itse-the painter wanted, and as in 1834 there wasn't many ways to of communication and-res-to verify what was seen. Also painting styles of the time were often good and exaggerated, so this could apply to this painting, seen in maybe the large crowd and organised lines of people.

This is a Level 4 response

This response shows complex thinking at Level 4 as it substantiates evaluation of the content and provenance with about the issue in the question. The response makes a relevant supported inference about extent of support for the Toldpuddle Martyrs in the first section, using the source's content and contextual knowledge. In the 2nd paragraph, it develops evaluation of the source's intended audience and purpose.

Question 2

Explain the significance of the Brixton Riots.

[8 marks]

Mark scheme

Target Explain and analyse historical events and periods studied using second-order concepts (AO2:6)
 Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:2)

Level 4: **Complex explanation of aspects of significance** **7-8**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of significance by explaining the relationship between aspects of significance, for example over time, supported by factual knowledge and understanding.

For example, the significance of the Brixton Riots was that they represented the dissatisfaction of many immigrants to this country since the Second World War that they were being treated fairly and equally by comparison with other people. It marks the failure of successive Race Relations Acts in 1965, 1968 and 1976 to prevent discrimination.

Level 3: **Developed explanation of aspects of significance** **5-6**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation of significance with developed reasoning considering **two or more** aspects of significance, supported by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, the Brixton Riots were significant like other riots which took place in the late 1970s. It was a time of recession with unemployment and poor housing affecting the black community severely. Many young black men felt that they had poor prospects for the future and were treated as second class citizens.

For example, the Brixton Riots were significant because they were a response to the feelings of many in the black community that the police did not treat them fairly. The Sus laws which saw many young black people arrested and

mistreated by police officers increased tension in the area. And the police were criticised for allowing the National Front March to go ahead through Lewisham in August 1977.

Level 2: Simple explanation of one aspect of significance 3-4
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of significance by simple reasoning of one of the identified aspects, supported by factual knowledge and understanding.

For example, the Brixton Riots occurred in 1981 because black people felt they were being picked on by police officers time and time again.

Level 1: Basic explanation of aspect(s) of significance 1-2
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify aspect(s) of significance, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, in the Brixton Riots young black people fought the police and set fire to vehicles and buildings.

Students either submit no evidence or fail to address the question 0

Student responses

Response A

One way in which the Brixton Riots were significant was that they put an end to the 'sus laws'. The 'sus laws' were brought in and stated that the police could stop and search anyone who they deemed to be suspicious. While these seem like a good idea, due to the institutionalised racism the 'sus laws' resulted in the young black men being discriminated against. For example in Brixton 1000 young black men were stopped in 6 days, making them feel targeted in their own homes. After the Brixton riots and the Lord Scarman Report report, the 'sus laws' were ended and never brought back due to the racial profiling they enabled.

Another way in which the Brixton Riots were significant was that they highlighted the institutional racism ingrained in Britain. Although Lord Scarman's report found no institutional racism in the met police, later the report was looked into again and was found that the met police did suffer from institutional racism. It also highlighted the 1965 commonwealth immigrant law had been ignored- a law which stated there should be no racism at work or when deciding who could live where. The Brixton Riots exposed Britain's true racist nature and stood up to inequality- an act that's long term impact would see black or ethnic minorities having the same rights as white people in Britain.

This is a Level 3 response

The response makes two developed points about the significance of the Brixton riots, focusing on the legal changes they brought about and the institutional racism they highlighted. Both points are substantiated with contextual knowledge and understanding. The response is credited at Level 3, at the higher mark in the level.

Response B

The Brixton riots were significant at the time because they were accumulation of all the racial tensions at the time they showed the general pain towards the death of Micheal Bailey who although did not die of police brutality sparked all the anger towards the other hundred of black men killed by police brutality. The riots portrayed the message of the harm and anguish and forced the police to take accountability within the Scarman ~~der~~ account which blamed the police. The riots were significant at the time as they gained national coverage and shamed the true issues within racial tensions and police brutality in which the government blatantly not only neglected but ignored.

Additionally the Brixton riots are significant since through the repetition and cycle which still haven't been broken since in 2020 black men are x9 more likely to be stopped by police blatant evidence of racism. The Brixton riots created a chain reaction to the death of Stephen Lawrence and finally the Mcpherson report which stated the metropolitan police were 'institutionally racist' this was a huge development. However the police has done little to deal with this even at present day after the Black Lives Matter protests in 2020 nothing has been done but awareness once again has been raised.

This is a Level 4 response

This response shows complex thinking at Level 4 as it develops explanation of two aspects of significance, and appreciates that the significance of the Brixton Riots changed over time. It addresses short term significance with support in the first paragraph, and long-term significance with support in the 2nd paragraph.

Question 3

Explain two ways in which Magna Carta and the Great Reform Act were similar.

[8 marks]

Mark scheme

Target Explain and analyse historical events and periods studied using second-order concepts (AO2:4)
 Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex explanation of similarities** **7-8**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of similarity by the explanation of the complexities of similarities arising from the broader historical context supported by factual knowledge and understanding.

For example, both were similar as they were landmarks in the development of the British democracy but in each case even though they were passed or agreed to by those in power, they left many without any say in the decisions that affected the country. Magna Carta was only for the barons, the peasants and the villeins were not given a say, Magna Carta did nothing for most ordinary people. The Great Reform Act was similar because only a few wealthy middle-class people gained the vote, only one in seven men could vote and the great mass of ordinary people in Britain did not have the vote after 1832.

Level 3: **Developed explanation of similarities** **5-6**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation of similarity with developed reasoning considering two or more identified similarities, supported by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s). For example, they are similar because they both came about because of money and what it was used for by the government. The barons were angry at having to pay the tax scutage for wars in France that King John lost. The industrialists and merchants of the middle class who made all the wealth for the country did not have a say in how it was spent, they were the ones given the vote by the Great Reform Act.

For example, they are similar because both needed extreme circumstances to be accepted. King John was threatened with civil war, and did go to war against his barons over Magna Carta, and in 1832 the king was persuaded to create more lords if they refused to pass the Reform Act, so they were frightened they would lose power and agreed to the Act.

Level 2: Simple explanation of one similarity 3-4
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of similarity by reasoning supported with factual knowledge and understanding which might be related to, for example, one of the identified similarities.

For example, they are similar because both Magna Carta and the Great Reform Act were meant to give more people than before, a say in who made decisions about the country. In 1215 it was meant to be the barons, and in 1832 it was some of the middle class.

Level 1: Basic explanation of similarity/similarities 1-2
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify similarity/similarities, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, in 1215 King John gave in to the Barons and signed Magna Carta, the Great Reform Act was signed in 1832 and gave more people the vote.

Students either submit no evidence or fail to address the question 0

Student responses

Response A

One way the Magna Carta and Great Reform Act were similar as the both didn't help the working class. The Magna Carta was only created by the Barons to make them more powerful and limit the power the king had. Wh Similarly the Great Reform Act didn't help the working class as they still couldn't vote as the act mainly improved the middle class

Another way they were similar is that they helped the working class in the long-term. After hundreds of years the Magna Carta finally helped the working class once they became freeman, meaning that parts of the Magna Carta actually applied to them, while the Great Reform Act started to help the working class as eventually more of the chartists areas were met such as equal votes for all men.

This is a Level 2 response

The response identifies more than one similarity, and supports them with simple knowledge of each issue. A simple response that is credited at Level 2.

Response B

One way the Magna Carter and Great Reform Act were similar is through their lack of influence on ordinary people. The Magna Carter was made by barons, for barons. Although it slightly benefited merchants and knights, the majority of commoners were not influenced by the Magna Carter whatsoever. This is similar to the great Reform Act which increased the vote from 10% to 20%, but left the majority of commoners uninfluenced. Property qualifications and minimum rent payments were still needed so only the rich commoners got the vote. Another way the Magna Carter and Great Reform Act were similar is through their long-term significance. Although a failure for the people at first, the Magna Carter became a symbol for democracy in the future, introducing revolutionary ideas such as that kings have to follow some laws. Magna Carter was much more of a success in the long-term than short-term. This is similar to the Great reform Act. The Great reform Act led to the development of Chartism in which the Chartists' 6 aims have been largely achieved today and are lay in modern politics in the UK. The Great Reform Act, although ineffectual at the time, actually began a chain of events which has led to democracy as we know it today.

This is a Level 3 response

The response addresses more than one similarity. Developed explanation is shown in first paragraph (both events had limited influence on the lives of ordinary people). Later in the response, there are hints of complex thinking in the evaluation long-term similarities, though further exemplification is required to substantiate this. Therefore, the response remains in Level 3 at the higher mark in the level.

Response C

Both the Magna Carta and the Great Reform Act were similar as they benefitted a small minority of the population. The 1215 signing of the Magna Carta provided the Barons a right to a fair trial. However this wasn't extended to the peasants. Likewise, the Great Reform Act, although it removed many rotten boroughs and small counties from voting to integrate them into equal-sized constituencies, many of the working class population still couldn't vote due to a property qualification they couldn't fulfil. Ultimately, it only benefitted a few as it didn't promise votes for all tax paying citizens.

Additionally, both Magna Carta and the Great Reform Act were seen as 1st major steps for greater reform. The short term failure at the Magna Carta was in the long-term justified progression and has thus been alluded to in many documents such as the 1776 Declaration of Independence and 1949 Universal Declaration of Human Rights which referred to itself as the Magna Carta for all of mankind.

The Great Reform Act's short-term failure of better representation gave impetus to the chartist movement whose subsequent failure gave rise to unionised reform for the working class through protests as well as the eventual formation of the Labour Party which has since given a political voice to the working class.

This is a Level 4 response

This response shows complex thinking at Level 4 as it identifies and explains two similarities, showing an appreciation of the broader historical context. The first paragraph shows a developed explanation of the limitations of Magna Carta and the Great Reform Act in the short term. The 2nd paragraph shows a complex explanation by explaining how both were initial steps to further reforms in the long term.

Question 4

Have ideas, such as equality and democracy, been the main reason for protest in Britain?

Explain your answer with reference to ideas and other factors.

Use a range of examples from across your study of Power and the people: c1170 to the present day.

[16 marks]

Mark scheme

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2: 8)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)

Level 4: **Complex explanation of stated factor and other factor(s) leading to a sustained judgement** **13–16**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of factors by analysis of the relationship between factors supported by factual knowledge and understanding.

For example, it could be argued that economic reasons get people onto the streets to protest. Chartism always found more support when there was a poor harvest, and they became more violent then, as they became more desperate, for example, in 1847 when an agricultural depression affected Britain. However, they were also influenced by ideas such as equality and democracy. The ideas of equality shown in the French Revolution had inspired the Radicals who protested in the early nineteenth century. Trade Unionism in the nineteenth century was inspired by Socialist ideas and a desire to improve the economic and living conditions of the workers. This combination of economics and ideas also inspired the General Strike of 1926.

Level 3: Developed explanation of the stated factor and other factor(s) 9-12
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answers may suggest that one factor has greater merit.

Students may progress from a simple explanation of factors with extended reasoning supported by factual knowledge and understanding which might be related, for example, to the identified consequences.

For example, religious ideas can inspire people to protest such as in the Pilgrimage of Grace in 1536 when many people marched to protest about the changes that Henry VIII made to the church. Oliver Cromwell was inspired by ideas of democracy and religious belief to direct the New Model Army against Charles I. He pushed Parliament towards the execution of the King. Emmeline Pankhurst was motivated by the ideas of equality and democracy to pursue her campaign for votes for women in 1912/13 and made the Suffragettes use militant methods to protest about not having the vote.

For example, economic reasons can be a powerful factor in creating protest. Economic reasons lay behind the American Revolution. The colonists resented having to pay taxes particularly for the British army and to comply with the Navigation Acts which restricted their trade yet they had no representatives in Parliament in London to speak for them. This caused protest such as the Boston tea party in 1773. There were protests about scutage which King John made the barons pay if they did not fight for him. John lost important land in France and fell out with the Pope, so the barons had many complaints about the way King John ruled. Economic reasons lay behind the Peasants Revolt in 1381 because they did not want to pay the Poll Tax.

Level 2:	Simple explanation of the stated factor or other factor(s)	5-8
	Answer demonstrates specific knowledge and understanding that is relevant to the question	
	Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.	
	Students may progress from a basic explanation of factors by reasoning supported with factual knowledge and understanding.	
	For example, ideas are important such as representation and democracy which inspired the Chartists to campaign for the six points of the Charter. Religion is a powerful part of the motivation for those in Parliament which fought against King Charles I in the English Civil War. But there are always economic reasons to protest, for example, the American Revolution had economic reasons as a cause.	
Level 1:	Basic explanation of one or more factors	1-4
	Answer demonstrates basic knowledge and understanding that is relevant to the question	
	Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.	
	Students recognise and provide a basic explanation which is relevant to one or more factors.	
	For example, students may offer a basic explanation stating that the idea of equality was important for the Suffragettes who wanted votes for women.	
	Students may provide a basic explanation of a different factor, such as the role of the individual such as Emmeline Pankhurst or the barons who fought against King John because he was taxing them too much.	
	Students either submit no evidence or fail to address the question	0

Student responses

Response A

Ideas, such as equality, have been very significant reasons for protest in Britain. This was seen through the movement for female suffrage. During the late 1800's and into the early 1900's, women across Britain felt they deserved to have representation just as men did. This led to Millicent Fawcett setting up the Suffragist movement. This movement handed out leaflets and made peaceful moves towards requesting the vote as they felt they should act how a woman is expected to. However, later on into the campaigns, Emmeline Pankhurst set up the Suffragette movement as she had grown tired of peaceful attempts being unsuccessful. The Suffragettes used more aggressive tactics such as stoning 10 Downing street, chaining themselves to fences and even going to extremes with women like Emily Davison, who threw herself in front of the queen's horse at a race and died, becoming a martyr for the cause. These organisations clearly showed dedication to the need for equality.

However, the economy was also a significant reason for protest. This was made clear with the Peasant's revolt. At the time of this Revolt, the Black Death had swept the nation, killing millions of the poorest in Britain. This left a significant shortage of workers in agricultural areas and those who were left were expected to pick up what was there to do. They demanded higher wages but were instead met with the Statute of Labourers which put a cap on their wages despite the workload growing. Poll tax was also introduced which all had to pay at the exact same rate. This led to protest and a revolution, led by Wat Tyler, who was killed for his involvement. These peasants clearly showed that economic issues were very important matters.

Overall I would say that ideas, such as equality were the most significant cause of protest as everyone felt that they deserved representation within the system, as shown by the women's Suffrage movement. As well as this, despite having economic causes, you could also say the peasants's Revolt had been fuelled by a want for equality, especially since they dedicated a lot of their work to the auto from the priest John Ball who said "When Adam delved and Eve span there was no gentleman", alluding to the idea that there is no discrimination in the Bible.

This is a Level 2 response

The response addresses more than one factor, and shows simple explanation throughout. It provides historical examples in support of each factor, but the approach is descriptive and explanation, where attempted, is only implicitly relevant to the question focus. It is credited at Level 2, towards the higher marks in the level.

Response B

One main cause for protest in Britain has been equality and democracy. One example of this is the Provisions of Oxford, 1258. The Provision of Oxford extended the 1215 Magna Carta with demands such as for parliament to be held 3 times a year and for Barons to choose a 15 member council to advise the King. This would in turn disperse the King's power by giving more power to those around him. This shows that democracy was a major cause as this aim drove people to their demands. Another example is the English Civil War, 1642-1649. A main aim of the English Civil war was for the Parliamentarians, led by Oliver Cromwell, to overthrow the King and rule without a monarchy (which was achieved in 1649). This demonstrates that the idea of democracy inspired them into taking action and overthrowing the King through protest and violence. A third example is the 1832 Reform Act. This reform act increased voters from 435,000 to 620,000 and so did improve democracy for a small population; however it did not benefit a large majority, for example women under the age of 30 and women without property qualification. This later led to protests such as Chartist movements and Suffragette movements, e.g. Black Friday in order to achieve equality. These examples demonstrate that the ideas of democracy and equality have inspired and driven people to protest in Britain.

Another cause reason for protest in Britain has been religion due to differing religious views. One example of this is the Magna Carta, 1215. This is because the King John was threatened to be excommunicated by the church which would result in people not being able to attend church and at that time this meant they would go to hell. This was a factor in causing 63 demands to be drawn up and sent to the King as a form of protest to lessen his power. Another example is the Pilgrimage of Grace, 1536. This is because the change made by Henry VIII from Catholic to Church of England caused major conflict and protests. Dissolution of monasteries and destruction of religious statues caused tension and infuriated Catholic leading to an uprising in the North - The Pilgrimage of Grace. Although the factor of religion caused major protest in the medieval and early modern stages of Britain, religion loses its value when it gets to the modern eras. This therefore demonstrates that religion is not the main reason for protest as its popularity depreciates as time goes on.

Overall I strongly agree that equality and democracy have been the main reason for protest. This is because they have kept their importance throughout the whole time whereas reasons such as religion have depreciated in their value of reasoning.

This is a Level 3 response

The response addresses the given factor and one other factor (religion). Explanation of each factor is well developed and supported with a good range of supporting examples. A judgement is reached, though this is asserted. The response therefore remains in Level 3, towards the middle of the level.

Response C

Ideas have been a major reason for protest in Britain as they have proposed solutions to each time period's political and socio-economic struggle. For example, the seminal idea of Freeman's fair trials in the Magna Carta have been seen as a first step in democracy. Likewise, the idea of Independence in the American revolution, as suggested in Thomas Paine's 'Common Sense' served as the ideological backbone for the revolutionaries. Additionally the suffragettes also used the ideas of votes for women to (like the other aforementioned events) justify their protest against the status quo. However, ideas challenging social paradigms of a given era are often radical, and therefore need to be catalysed- often through hardship such as inequality, lack of representation and economic struggles.

Conversely the economy has also been a main reason for protest as economic struggles affected every strata of society, but especially the working class. The imposition of the poll tax in the 1381 Peasants' Revolt, the persistence of the Corn laws during the Chartism movement and recessions during the lead up to 1981 Brixton Riots all exacerbated and accelerated frustration against the established order. In all of these cases, there have been instances where the protests have devolved into violence which further highlights the urgency with which people acted against economic struggles, as without money, people could no longer afford basic means for survival and sustenance, thus making protest a valid option. It can be argued that ideas are more important reasons as a sufficing idea has the ability to organise and therefore cause protest. This can be highlighted in the Peasants' Revolt where initial forms of opposition against authority was violent, but under the organisation of what Tyler through the idea of anti-feudalism, an increasing number of people were pacified and thus reverted to a more civilised and less chaotic form of protest.

A third main reason for protest has been efficient forms of communication. The use of religion to unite Catholics under the banner of 5 wounds of Christ in the 1536 pilgrimage of Grace, the demonstration of over 100,000 people in Copenhagen Fields (following the arrest of the Tolpuddle Martyrs in 1834) and the use of newspapers and pamphlets to unite miners under the General Strike of 1926 are all examples of communication as a cause of protest. This is because a protest cannot gather momentum if a sufficient number of people don't subscribe to a given cause. Therefore, communication was vital as it allowed protesters to increase the number of support through the spread of ideas, conversely, communication can only be effective if the underpinning causes that are being conveyed resonate with and convince the recipients. It is therefore crucial to also highlight that it's inadequate if the cause which is being communicated doesn't fall under the category of something the recipient feels strongly about. Therefore, economic, religious and moral rhetorics have been used across the events to make communication effective.

Therefore ideas were the main cause as they organised people into cohesive groups which could then use the struggle relative to their social era to protest against the status quo in Britain.

It was therefore a leading cause.

This is a Level 4 response

This response shows complex thinking at Level 4 as it explains multiple factors. While the conclusion is summative, there are judgements throughout the response which explore the relationship and relative importance of different factors, most notably in the evaluation of the role of communication. As this is substantiated, the response is credited at Level 4.

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