

GCE

History A

Unit **Y140/01**: From Pitt to Peel: Britain 1783–1853

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2017

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.
















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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Provenance
	Simple comment
	Unclear
	View

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Use your knowledge of the Corn Laws to assess how useful Source B is as evidence about the Anti-Corn Law League.</p> <p>In discussing how Source B is useful,</p> <ul style="list-style-type: none"> • Answers might consider that the League has become an important organisation ('made huge progress'). • Answers might consider the resources it had ('enormous means at its disposal'). • Answers might consider the support the League had from the manufacturers. • Answers might identify the principle of the League which was 'of removing all protection and abolishing all monopoly'. • Answers might consider the influence it had on the politicians as Peel is said to be in favour of adopting the principle. • Answers might consider the provenance of Source B as it was written when the debate about the Corn Laws was intense following the problem of food shortages and the League was pressing hard for repeal. • Answers might consider that Source B was written by Prince Albert and an indication that the League 	10	<ul style="list-style-type: none"> • No set answer is expected • The answer must assess utility for the issue specified. Analysis and evaluation of utility for other issues is not required and should not be credited • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the source, in line with descriptions in the levels mark scheme.

2		<p>was sufficiently prominent for the royal family to be aware.</p> <ul style="list-style-type: none"> • Answers might consider the apparent sympathy for the League – it is not criticised or attacked – which is credited with having a positive effect on Peel’s judgement. <p>Using these three sources in their historical context, assess how far they support the view that political reasons explain the repeal of the Corn Laws.</p> <ul style="list-style-type: none"> • In discussing how Source A does or does not support the view, answers might argue that political reasons explain the repeal as Peel says it would be ‘dangerous for the Government to resist any modification of the Corn Laws’ and that the same concern is expressed by Peel about the dangers to the party itself. However, answers might argue that the shortage of food in Ireland, England and Scotland, ‘may be much greater’ than first thought suggesting humanitarian reasons explain repeal. Answers might also argue that moral reasons were important in so far as it was difficult to spend public money to sustain the people. • In discussing the provenance of Source A answers might argue that Peel’s views were designed to persuade colleagues in the Cabinet by presenting a range of views to strengthen the case for repeal, aware that many members of the Cabinet were sympathetic to the landed interest 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement about the issue in the question. • To be valid judgements they must be supported by accurate and relevant material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the sources, in line with the descriptions in the levels mark scheme.
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			<p>and the maintenance of the Laws.</p> <ul style="list-style-type: none">• In discussing the historical context of Source A, answers might explain the extent of the food shortage and its seriousness. Answers might explain how Peel was committed to sound finances and that the spending of public money to offset the artificially high price of corn was unacceptable.• In discussing how Source B does or does not support the view, answers might argue that the explanation for repeal was more economic than political in that repeal is seen as in line with free trade policy. Answers might argue that this was seen as to the benefit of all classes. However, answers might regard the concern to safeguard the interest of all as political in motive in so far as social harmony encouraged political stability.• In discussing the provenance of Source B, answers might argue that it is Albert's view that Peel thought he had responsibility for all and that the needs of all classes should be met. Answers might argue that Peel's insistence that even the landed interest would benefit from repeal is less than convincing given their hostility to it or that political stability would be achieved given the divisions within the Conservative Party on repeal.• In discussing the historical context of Source B, answers might consider the measures taken by Peel before 1845 in pursuit of free trade. Answers might consider the contentious nature of the Corn Laws since 1815 and the popular perception of		
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		<p>them even if their effects were not properly understood at the time.</p> <ul style="list-style-type: none"> • In discussing how Source C does or does not support the view, answers might argue that repeal is explained by moral reasons in so far as Peel claims he was motivated by the principles of equity and justice. Answers might reinforce this point by reference to his claim that his objective was ‘to improve the condition and elevate the social character of the millions’. However, answers might argue the reason for repeal was to avoid social conflict between the landed interest and others. Answers might also present political reasons as a factor in so far as Peel claims it was important to ‘show the people that Parliament’ would work in the national interest. • In discussing the provenance of Source C, answers might argue that Peel wanted to appear to be ‘fair’ and consistent with the ‘earnest wish’ he had always had of working for ‘equity and justice’. Speaking to the Commons it might be argued that he was conscious of making a statement for the record and for posterity. • In discussing the historical context of Source C, answers might point out that the speech was made during the debate on repeal and on the day of the vote when repeal secured a majority of 98. Answers might highlight the extent of the opposition from within his party (241 voted against and only 112 for). 		
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3*		<p>Mark Scheme Section B</p> <p>How successful was Lord Liverpool's government in dealing with the radical challenge, 1812 - 1822?</p> <p>In arguing that Lord Liverpool's government was successful,</p> <ul style="list-style-type: none"> • Answers might discuss the effectiveness of government agents in undermining the Pentrich Rising and the Cato Street conspiracy. • Answers might discuss the way force of arms contained the Blanketeer marchers and dispersed the Peterloo meeting. • Answers might discuss the deterrent effect of harsh punishments such as the hanging of Luddite leaders. • Answers might discuss the success of repressive legislation such as the suspension of habeas corpus, the use of the Riot Act, the Seditious Meetings Act and the Six Acts. • Answers might discuss how the government did not concede any of the demands of the protestors whether they were campaigning for redress of economic or political grievances. • Answers might discuss how protest subsided so by 1822 there was little or no threat to established authority. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the extent of success. • At higher levels candidates might establish criteria against which to judge success. • To be valid judgements, claims must be supported by relevant and accurate material. If not they are assertions. • Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the levels mark scheme.
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4*		<p>In arguing that Lord Liverpool’s government was not successful,</p> <ul style="list-style-type: none"> • Answers might discuss the persistence of protest despite the suppression of previous ones. • Answers might discuss the publicity or protest and the increased awareness of and support for popular grievances. • Answers might discuss how the reputation of the Tories was severely tarnished for a long time. • Answers might discuss how the government was not able to prevent attacks on property or to maintain public order at all times. • Answers might discuss how an upturn in the economy by 1822 was not due to government policy. <p>‘The most important reason for the passage of the Great Reform Act of 1832 was the inadequacies of the electoral system.’ How far do you agree?</p> <p>In arguing that the inadequacies of the electoral system were the reason for the Great Reform Act,</p> <ul style="list-style-type: none"> • Answers might discuss how the franchise was changed: it was extended yet remained limited. • Answers might discuss how rotten boroughs were removed yet how the size of constituencies remained uneven. • Answers might discuss how some towns gained 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative importance of the reasons. • At higher levels candidates might establish criteria against which to judge the importance of the reason. • To be valid judgements, claims must be supported by relevant and accurate material. If not they are assertions. • Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in
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		<p>representation yet how others were not represented.</p> <ul style="list-style-type: none">• Answers might discuss the flaws that were ignored such as the secret ballot. <p>In arguing that other factors explain the passage of the Reform Act,</p> <ul style="list-style-type: none">• Answers might discuss the importance of the Whig government of 1830.• Answers might discuss the role of William IV.• Answers might discuss the impact of popular pressure over a long period of time and the immediate impact of riots of 1831.• Answers might discuss how the Act was intended to placate the demands of the rising middle class.• Answers might discuss how Catholic Emancipation set a precedent for reform of major issues.		<p>the levels mark scheme.</p>
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APPENDIX 1 – this contains the generic mark scheme grids

	<i>A02: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	Generic mark scheme for Section A, Question 1: Use your knowledge of [specified historical context] to assess how useful Source [...] is as evidence of.... [10]
Level 5 9–10 marks	The answer has a good focus on the question. The source is evaluated, using both provenance and relevant knowledge of the historical context that is specified in the question, in order to engage with the source and reach a supported analysis of its utility as evidence for the issue in the question.
Level 4 7–8 marks	The answer is mostly focused on the question. The source is evaluated, using both provenance and generally relevant knowledge of the historical context that is specified in the question, in order to engage with the source and produce an analysis of its utility as evidence for the issue in the question. The use of provenance may not be developed.
Level 3 5–6 marks	The answer is partially focused on the question. There is partial evaluation of the source, with use of some knowledge of the historical context that is specified in the question, in order to engage with the source and produce a partial analysis of its utility as evidence for the issue in the question.
Level 2 3–4 marks	The answer has only limited focus on the question. There is a generalised evaluation of the source, with use of limited knowledge of the historical context that is specified in the question, in order to engage with the source and produce a basic analysis of its utility as evidence for the issue in the question.
Level 1 1–2 marks	This answer is on the wider topic area, but not on the detail of the question. There is a very basic evaluation of the source, with very limited use of very generalised knowledge of historical context that is specified in the question, in order to engage with the source in a very limited way to attempt a very simple analysis of its utility. This analysis may primarily take the form of drawing information from the source, and it will be considered more as evidence for the wider topic area than the specific issue in the question.
0 marks	No evidence of understanding or reference to the source.

	<i>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	Generic mark scheme for Section A, Question 2: How far do the three sources support the view? [20]
Level 5 17–20 marks	The answer has a good focus on the question. The sources are evaluated, using both provenance and relevant knowledge of their historical context, in order to engage with the sources and reach a supported analysis of them in relation to the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.
Level 4 13–16 marks	The answer is mostly focused on the question. The sources are evaluated, using both provenance and generally relevant knowledge of their historical context, in order to engage with the sources and produce an analysis of them in relation to the question. The use of provenance may not be developed.
Level 3 9–12 marks	The answer is partially focused on the question. There is partial evaluation of the sources, with use of some knowledge of their historical context, in order to engage with the sources and produce a partial analysis of them in relation to the question.
Level 2 5–8 marks	The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalised knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question.
Level 1 1–4 marks	This answer is on the wider topic area, but not on the detail of the question. The sources are evaluated in a very basic way, primarily being used as a source of information with understanding of them being only partial. A very generalised knowledge of historical context is used in a very limited way to engage with the sources and to attempt a very simple analysis of them in relation to the question.
0 marks	No evidence of understanding or reference to the sources.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Section B, Questions 3 and 4: Essay [20]
Level 5 17–20 marks	<p>There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</p>
Level 4 13–16 marks	<p>The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>
Level 3 9–12 marks	<p>The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>
Level 2 5–8 marks	<p>The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made.</p> <p>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>
Level 1 1–4 marks	<p>The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis.</p> <p>Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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