

**GCE**

**History A**

**Unit : Y110/01 From Pitt to Peel: Britain 1783 - 1853**

Advanced GCE

**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.

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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

Here are the subject specific instructions for this question paper

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><b>Using these four sources in their historical context, assess how far they support the view that the leadership of Feargus O'Connor did not inspire his fellow Chartists.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how far Source A does support the view that Feargus did inspire other Chartists,</b> answers might emphasise the positive reaction of the audience listening to O'Connor speak who clapped him loudly and 'shook the whole house' with their applause. Answers might refer to the passion and confidence with which O'Connor is said to have addressed the crowd and which suggest that he was an inspiring orator.</li> <li>• <b>In discussing the provenance of Source A,</b> answers might assess the language used by the writer, perhaps unsurprising as he was a poet. Answers might consider the political persuasion of the author to explain his apparent sympathy with the radicalism of O'Connor. Answers might reflect on the fact that the report was published in a radical newspaper.</li> <li>• <b>In discussing the historical context of Source A,</b> answers might highlight the desperate living and working conditions of people in Bradford who were likely to support a speaker who understood their plight. Answers might comment on the frustration of Chartists following the rejection of their second</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above there will be judgement about the issue in the question.</li> <li>• To be valid judgements they must be supported by accurate and relevant material.</li> <li>• At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question.</li> <li>• 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.</li> </ul>

		<p>petition of 1842.</p> <ul style="list-style-type: none"> <li>• <b>In discussing how far Source B does and does not support the view that Feargus did inspire other Chartists</b>, answers might point out that O'Connor's appearance and eloquence were impressive. Answers might analyse the last point which concludes that the movement would be weakened if O'Connor was removed. However, answers might also argue that the author has some reservations about O'Connor's appearance and eloquence. Answers might also stress that he was deficient in certain qualities, notably, some knowledge of 'arms and military science'.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might explain that as a 'physical force' Chartist, Harney's emphasis on 'animal courage', 'contempt for pain and death' and the use of 'arms' is unsurprising. Answers might surmise that Harney's support for O'Connor was possibly because O'C did not interfere with what Harney wrote in the Northern Star.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might refer to the schemes to use force with which Harney had been associated since 1839. Answers might elaborate on the number of Chartist leaders and their different qualities and strategies with whom O'Connor might be compared.</li> <li>• <b>In discussing how far Source C does and does not support the view that Feargus O'Connor did inspire other Chartists</b>, answers might point out that 'millions' were prepared to attend 'torch-light</li> </ul>		
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		<p>meetings'. Answers might point out that people were convinced by O'Connor's schemes and theories about 'political equality' and the Land Society' and that he would probably draw similar support for plans as yet unrevealed. However, answers might argue that the author, at least, was not inspired by O'Connor as he highlights the negative effects of O'Connor's tactics.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source C,</b> answers might stress that the sense of disillusionment with O'Connor implicit in the source is unsurprising as the author was a long standing critic of O'Connor. Answers might argue that in using the word 'dragged' O'Brien suggests that the working class were deceived by O'Connor. Answers might explain that the National Reformer was committed to measures that did not expose Chartists to undue risk.</li> <li>• <b>In discussing the historical context of Source C,</b> answers might elaborate on the reference to the financial and personal costs involved for Chartists who fell foul of the law and their employers. Answers might provide details about the Land Plan.</li> <li>• <b>In discussing how far Source D does not support the view that Feargus O'Connor inspired other Chartists,</b> answers might point out that O'Connor did more than anyone to spoil the movement. Answers might refer to the criticism made of the Northern Star. Answers might highlight the resentment of the author towards someone he regarded as intolerant and dishonest.</li> <li>• <b>In discussing the provenance of Source D,</b></li> </ul>		
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2*		<p>answers might explain that O'Connor's 'ridiculing our 'moral force'' as a personal grievance that explains his hostility to O'Connor. Answers might argue that Lovett's antipathy to O'Connor was born of resentment that the latter had assumed prominence in the movement at his expense. Answers might comment on the retrospective view of the source, the fact that O'Connor had died in 1855 and Lovett was keen to state his views on the history of Chartism before he died (1877).</p> <ul style="list-style-type: none"><li>• <b>In discussing the historical context of Source D,</b> answers might comment on Lovett's role in founding Chartism. Answers might explain 'moral force' Chartism. Answers might comment on the Northern Star: its style and circulation.</li></ul>	20	
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	<p><b>Mark Scheme Section B</b></p> <p><b>To what extent did Castlereagh uphold British interests overseas, 1812-1822?</b></p> <p><b>In arguing that Castlereagh upheld British interests,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might assess</b> how Britain contributed to the final defeat of Napoleon, 1812-1815 (formation of the 6<sup>th</sup> Coalition, support for Wellington etc).</li> <li>• <b>Answers might discuss</b> the peace treaties made at the end of the war and in particular how far they ensured the containment of France, the restoration of old regimes, the balance of power in Europe, naval strength, the policing of the slave trade etc.</li> <li>• <b>Answers might consider</b> the importance of the Quadruple Alliance in defending British interests.</li> <li>• <b>Answers might discuss</b> the Congress of Aix La Chapelle in 1818.</li> <li>• <b>Answers might discuss</b> the Greek War of Independence.</li> <li>• <b>Answers might assess</b> the importance of the Anglo-Austrian alliance.</li> </ul> <p><b>In arguing that Castlereagh did not uphold British interests,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that the War of 1812-1814 was a distraction from the war against France and alienated the USA thereafter.</li> <li>• <b>Answers might question</b> some of the peace terms of 1814-15 as contrary to Britain's long term interests.</li> <li>• <b>Answers might argue</b> that the principle of non-intervention in the internal affairs of other states was not upheld with the Troppau Protocol and the Congress of Laibach.</li> </ul>	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on 'to what extent' but at Level 4 may simply list factors.</li> <li>• At Level 5 and above, there will be judgements as to the extent to which Castlereagh upheld British interests.</li> <li>• At higher levels, candidates might establish criteria against which to judge Castlereagh's record.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>
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3*	<p><b>‘Popular discontent, 1830-32, was the main reason for the passage of the Reform Act of 1832.’ How far do you agree?</b></p> <p><b>In arguing that discontent was the main reason,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might refer</b> to the violence that attended the debate in Parliament from the time the first bill was introduced.</li> <li>• <b>Answers might argue</b> that the violence against the Lords, which followed their rejection of the bill was instrumental in forcing the Bill through as the King threatened to introduce new peers.</li> <li>• <b>Answers might argue</b> that the extent of the popular discontent was so great that politicians feared revolution.</li> <li>• <b>Answers might refer</b> to the activities of Attwood, Parkes and Place.</li> <li>• <b>Answers might argue</b> that the experience of events in France in 1830 added weight to such fears.</li> <li>• <b>Answers might argue</b> that the discontent was reminiscent of the instability of the period 1815-19 and reinforced fears of revolution in 1830-32.</li> </ul> <p><b>In arguing that other factors were important,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that the violence was uncoordinated and variable in terms of intensity and location.</li> <li>• <b>Answers might argue</b> that the passage of emancipation for Catholics had set a precedent.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on ‘how far?’ but at Level 4 may simply list factors.</li> <li>• At Level 5 and above, there will be judgements as to the relative importance of popular discontent.</li> <li>• At higher levels, candidates might establish criteria against which to judge the relative importance of popular discontent with other factors.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>
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			<ul style="list-style-type: none"><li>• <b>Answers might argue</b> that the Whigs, returned in 1830, were committed to a degree of reform.</li><li>• <b>Answers might argue</b> that the accession of William IV in 1830 was a positive factor for change.</li></ul>		
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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>
	<b>Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. The sources are fully evaluated, using both provenance and detailed and accurate knowledge of their historical context in a balanced way, in order to engage with the sources and reach a convincing, fully supported analysis of them in relation to the issue in the question.
<b>Level 5</b> 21–25 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.
<b>Level 4</b> 16–20 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.
<b>Level 3</b> 11–15 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.
<b>Level 2</b> 6–10 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.
<b>Level 1</b> 1–5 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>
	<b>Generic mark scheme for Section B, Questions 2 and 3: Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 marks	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. 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.
<b>Level 4</b> 10–12 marks	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. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 7–9 marks	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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 4–6 marks	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. 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.
<b>Level 1</b> 1–3 marks	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. 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.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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