



GCE

History A

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

A Level

Mark Scheme for June 2022

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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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PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor,

which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer spaceAward Zero '0' if:


- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View
S	Synthesis
E	Continuity/Change

12. Subject Specific Marking Instructions

Question	Answer	Marks	Guidance
1	<p>Using these four sources in their historical context, assess how far they support the view that Peel’s financial and economic policies enjoyed widespread support.</p> <ul style="list-style-type: none"> • In discussing how far Source A does support the view, answers might argue that the Opposition were previously opposed to all taxes but have now change their tone, whilst Peel’s party had “surrendered entirely”. • Answers might argue that implicit in the claim that the measure established the government’s position is that it had secure support. • In discussing the provenance of Source A, answers might argue that the diary reflected the genuine impression of the author on the reaction to Peel’s statement. • Answers might argue the author does not reveal a view for or against income tax: he merely records what he recalls. • In discussing the historical context of Source A, answers might explain that Peel spoke for over three hours and presented a persuasive argument that convinced MPs. • Answers might explain the poor state of the nation’s finances and the need for income tax.and that the details of the tax appeared reasonable to most MPs listening. • In discussing how far Source B does support the view, answers might argue that those who 	30	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At Level 5 and above, there will be judgement about the issue in the question. • To be valid judgements they must be supported by accurate and relevant material. • At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question. • 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 descriptions in the levels mark scheme.

	<p>supported the income tax included those without property, Chartists and the Irish.</p> <ul style="list-style-type: none"> • Answers might argue that decisions taken about tariffs on sugar and corn pleased those with a vested interest. • In discussing how far Source B does not support the view, answers might argue that shopkeepers and professional men opposed the income tax. • Answers might argue the author opposed the income tax as she saw no necessity for it and that there was little enthusiasm for the reduction in the tariff on timber. • In discussing the provenance of Source B, answers might argue that the author, like most Whigs, was opposed to personal taxation. • Answers might argue that as the wife of a politician with leadership ambitions she would instinctively find fault with Peel's policies. • In discussing the historical context of Source B, answers might explain how the Irish were exempt from the tax. • Answers might argue that with income tax applicable only to those earning £150 /year the poorest in society might be expected to support the measure. • Answers might explain how there was no change to the sugar tariff at this stage. • Answers might explain the changes to the Corn Law proposed in February 1842. • In discussing how far Source C does support the view, answers might argue that the author praises Peel for the measures taken to free trade, and that he regards Peel as the best man to represent the interests of free traders. 		
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	<ul style="list-style-type: none"> • In discussing the provenance of Source C, answers might explain why those in commerce (as the author admits he was) favoured free trade. • Answers might argue that as a businessman the author was aware of the practical difficulties he acknowledges Peel faced. • In discussing the historical context of Source C, answers might discuss the free trade measures of the 1845 Budget. • Answers might discuss the activities and influence of the Anti-Corn Law League. • Answers might explain the reference to Peel having commercial blood. • In discussing how far Source D does support the view, answers might argue how, under Peel, the national mood ‘brightened’ and ‘confidence revived’. • Answers might discuss the way access to money was eased. • Answers might discuss the boom in railways. • In discussing how far Source D does not support the view, answers might argue that Peel did nothing to dampen the ‘madness’ of speculation in 1845. • Answers might argue that those who lost money in the collapse of railway speculation were unlikely to support Peel. • In discussing the provenance of Source D, answers might point out that the account is a retrospective account of Peel’s government with the benefit of hindsight. • Answers might argue that the views expressed were those of a writer whose experience of the years 1841-46, or the evidence upon which they are based, is unclear. 		
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	<ul style="list-style-type: none"> • In discussing the historical context of Source D, answers might discuss the situation inherited by Peel in 1841. • Answers might discuss the Bank Charter Act, 1844. • Answers might discuss the Companies Act and the Railway Act of 1844. • Answers might explain the scale of railway building and the level of investment underpinning it. 		
2*	<p>‘Whig splits, during the period from 1790 to 1794, were the main reason why Pitt the Younger remained in power in the 1790s.’ How far do you agree?</p> <p>In arguing that Whig splits was the main reason,</p> <ul style="list-style-type: none"> • Answers might argue that the party divided on their views of the French Revolution: Old Whigs (Burke) and New Whigs (Fox). • Answers might discuss how the creation of the Third Party by Windham (Old Whig) in 1793 consolidated the Whig split. • Answers might explain how the Third Party joined the Pittites in July 1794. • Answers might discuss the appointment of six prominent Whigs to Pitt’s cabinet of 13 ministers in 1794. • Answers might explain how the coalition of Old Whigs and Pittites formed the basis of the new Tory Party. • Answers might explain how the Foxite Whigs were reduced to about 50 in the 1790s. <p>In arguing that other factors were important,</p> <ul style="list-style-type: none"> • Answers might discuss the support of the King, and the hatred of George III of Fox. • Answers might argue that Pitt enjoyed support at a time of war, even from some previous critics. 	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on “How far?” but at Level 4 may simply list factors. • At Level 5 and above, there will be judgements as to the relative importance of the splits in the Whig party. • At higher levels, candidates might establish criteria against which to judge the relative importance of different factors. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.

	<ul style="list-style-type: none"> • Answers might argue that some of the administrative and financial reforms of the 1780s bore fruit in the 1790s. • Answers might discuss the measures adopted by Pitt to contain radicalism and the threat of revolution. • Answers might discuss the personal qualities of Pitt as a leader including the experience gained from being in power since 1783. 		<ul style="list-style-type: none"> • 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 descriptions in the levels mark scheme.
3*	<p>To what extent was government policy responsible for the unrest during the period from 1815 to 1819?</p> <p>In arguing that government policy was responsible for unrest,</p> <ul style="list-style-type: none"> • Answers might explain how the Corn Laws were regarded as favouring the landowners at the expense of the consumer. • Answers might argue that the abolition of Income Tax offended the poor. • Answers might discuss the hostility to the Game Laws of 1816. • Answers might argue that the suspension of habeas corpus, 1817, and the Six Acts, 1819 were regarded as a challenge to individual liberty. • Answers might assess the use of spies to infiltrate radical groups. • Answers might argue that the repression of public protest, like Peterloo, had the support of government even if tacit. <p>In arguing that other factors were important,</p> <ul style="list-style-type: none"> • Answers might argue that demobbed soldiers were unemployed. • Answers might argue that there was a downturn in the economy after the war. 	20	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on ‘To what extent’ but at Level 4 may simply list factors. • At Level 5 and above, there will be judgements as to the relative importance of government policy. • At higher levels, candidates might establish criteria against which to judge the relative importance of different factors. • 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 to analyse

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	<ul style="list-style-type: none">• Answers might argue that workers skilled in craft industries were impoverished by mechanisation and the factory system.• Answers might argue that poverty was severe and widespread.• Answers might discuss the role of political agitators in arousing unrest.• Answers might discuss the role of the radical press.		and evaluate the sources, in line with descriptions in the levels mark scheme.
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APPENDIX 1 – this contains a generic mark scheme grid

	<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 1: How far do the four sources support the view? [30]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Section B, Questions 2 and 3: Essay [20]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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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