



**GCE**

**History A**

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

**A Level**

**Mark Scheme for June 2024**

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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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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor 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 space

Award 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.

- The RM Assessor **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 RM Assessor messaging system, or e-mail.
- 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.
- For answers marked by levels of response:
  - 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
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
<b>U</b>	Unclear
<b>V</b>	View

Annotation	Meaning
<b>S</b>	Synthesis
<b>E</b>	Continuity/Change

Question		Answer	Mark	Guidance
1		<p><b>'The Conservative victory in 1841 was due to the leadership of Sir Robert Peel.'</b></p> <p><b>Use the four sources in their historical context to assess how far they support this view.</b></p> <ul style="list-style-type: none"> <li><b>In discussing how far Source A does support the view</b>, answers might argue that Peel set out the strategy the party should adopt to win support, deciding the methods to achieve power: no accommodation with the Radicals, subtlety and party tactics</li> <li><b>In discussing the provenance of Source A</b>, answers might argue that Peel was being realistic about the way ahead and that the views expressed are sincere, expressed as they were, in a private letter</li> <li><b>In discussing the historical context of Source A</b>, answers might explain that Peel was a relatively new leader, trying to assert himself, whilst, by this time, FR Bonham was working to improve the organisation of the Party and its tactics as he continued to do through the 1830.</li> <li><b>In discussing how far Source B does and does not support the view</b>, answers might argue that Conservatives were open and forward-looking, that the Party had wide support from all sections of society and that its ties to property and the Church were the bedrock of its support</li> <li><b>In discussing the provenance of Source B</b>, answers might argue that the author was a Conservative who might be expected to know</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>No set answer is expected.</li> <li>At Level 5 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>

Question		Answer	Mark	Guidance
		<p>about the Party and was also a pamphleteer interested in promoting the image of the Party.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source B</b>, answers might explain that the Conservatives had accepted the Reform Act with the Tamworth Manifesto and that between 1834 and 1835 Peel had been PM so the party could claim to be a national party</li> <li>• <b>In discussing how far Source C does not support the view</b>, answers might argue that the popularity of the Whigs had declined over time and that the Whig Budget turned votes away from the Whigs</li> <li>• <b>In discussing the provenance of Source C</b>, answers might argue that the view expressed was the personal opinion of the author, but also that the view is balanced as it credits the Conservatives with increased influence.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might discuss how the Whigs had been in power for 11 years and that there was an appetite for change, particularly given the social and economic background (recession since 1839 and Chartism) and the fatigue of Melbourne after six years as PM</li> <li>• <b>In discussing how far Source D does support the view</b>, answers might argue how Peel was widely popular and that support for him was so clear that the Queen had no option but to ask him to be PM</li> <li>• <b>In discussing the provenance of Source D</b>, answers might point out that the author was a</li> </ul>		

Question		Answer	Mark	Guidance
		<p>long serving MP, whose analysis might be considered to be sound, based on experience and whose view is likely to be sincere as it is expressed in a personal letter</p> <ul style="list-style-type: none"> <li><b>In discussing the historical context of Source D</b>, answers might discuss the public profile of Peel in 1841, the Conservative manifesto of 1841 and the promise to address abuses.</li> </ul>		

Question		Answer	Mark	Guidance
2*		<p><b>To what extent was royal support the reason for Pitt's success in the election of 1784?</b></p> <p><b>In arguing that royal support was the reason for Pitt's success,</b></p> <ul style="list-style-type: none"> <li><b>Answers might argue</b> that the support of the King was essential for the success of any politician, and George III had made it clear that Pitt was his choice as Prime Minister</li> <li><b>Answers might explain</b> how the timing of an election was determined by the King who decided on March 1784 as the circumstances were propitious</li> <li><b>Answers might discuss</b> how the power of royal patronage was a factor in galvanising support for Pitt</li> <li><b>Answers might argue</b> that the electorate wanted stability and the restoration of the nation's reputation, which a PM with the King's backing might achieve</li> <li><b>Answers may argue</b> that the alternative (Fox-North coalition) was anathema to George III</li> </ul>	20	<p><b>How far do you agree?</b></p> <p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>No set answer is expected.</li> <li>At higher levels, candidates will focus on weighing up the importance of royal support but at Level 4, may simply list reasons/factors.</li> <li>At Level 5 and above there will be judgement as to the importance of royal support as opposed to other factors.</li> <li>At higher levels candidates might establish criteria against which to judge the importance.</li> <li>To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> </ul>

Question		Answer	Mark	Guidance
		<p><b>In arguing that others reasons were important,</b></p> <ul style="list-style-type: none"> <li><b>Answers might discuss</b> the strengths of Pitt: experience (three years as MP, Chancellor in 1782, PM since December 1783), skills (oratory, intelligence, charm) and esteem, inherited from Pitt the Elder</li> <li><b>Answers might discuss</b> the way in which Pitt managed Parliament in the months leading to the election, enjoying support from the Lords and receiving many petitions of support</li> <li><b>Answers might reference</b> how he was seen as "Honest Billy" for his integrity, a contrast to previous administrations</li> <li><b>Answers might argue</b> that the Whigs were weakened by division and incompetence</li> <li><b>Answers might discuss</b> the legacy of the American War: Pitt was not regarded as culpable for its failure</li> <li><b>Answers might suggest</b> that Pitt's apparent advocacy of parliamentary reform won him support (although he was not in favour of expanding the electorate but of dealing with corruption)</li> </ul>		<ul style="list-style-type: none"> <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>

Question		Answer	Mark	Guidance
3*		<p><b>'The weakness of Tory governments during the period from 1827 to 1830 was due to ineffective leadership by Liverpool, Canning and Wellington.'</b></p> <p><b>How far do you agree?</b></p>	20	<p><b>How far do you agree?</b></p> <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><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p>

Question		Answer	Mark	Guidance
		<p><b>In arguing that the weakness of Tory governments was due to ineffective leadership,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might explain</b> how Liverpool was a diminished figure after a stroke in February 1827</li> <li>• <b>Answers might explain</b> how Canning was vain and arrogant and how his family background undermined support for him</li> <li>• <b>Answers might discuss</b> the tenure of Lord Goderich</li> <li>• <b>Answers might explain</b> how Wellington's military manner was unsuited to the role of PM</li> <li>• <b>Answers might explain</b> how a succession of leaders in a short period made it difficult for any of them to make their mark</li> </ul> <p><b>In arguing that other reasons were important,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might explain</b> how the Tories were divided between the 'liberal Tories' and the 'Ultras'</li> <li>• <b>Answers might discuss</b> impact of events in Ireland and Catholic Emancipation on the Tory Party</li> <li>• <b>Answers might discuss</b> the Tory Party's division on the issue of parliamentary reform</li> <li>• <b>Answers might discuss</b> the unity of the Whig Party and its effectiveness as an Opposition</li> <li>• <b>Answers might discuss</b> the significance of the accession of William IV</li> </ul>		<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"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the importance of leadership but at Level 4, may simply list leadership weakness and other factors.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of leadership.</li> <li>• At higher levels candidates might establish criteria against which to judge that importance.</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>

## 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>
<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 generalized 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.
<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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