



GCE

History A

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

A Level

Mark Scheme for June 2025

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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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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, email or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. 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.**

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
	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

Question			Answer	Mark	Guidance
1			'Economic reasons explain the emergence of Chartism.' Use the four sources in their historical context to assess how far they support this view. In discussing how far Source A does support the view, answers might argue that 'Universal Suffrage was a knife and fork question', as the priorities of working men were economic (shelter, clothing, adequate wages etc.). In discussing the provenance of Source A, answers might argue that the speaker was a minister who would be aware of the needs of those he served and that the tone of the speech is intended to reassure the audience that their demands are justified. In discussing the historical context of Source A, answers might describe the economic difficulties of the time and might explain the extent of poverty and hardship of working families. In discussing how far Source B does not support the view, answers might argue that the source implies that the franchise was held by dishonest people who were by only one tenth, and the worst tenth, of the population. In discussing the provenance of Source B, answers might argue that the author was 'a radical Chartist' and as such his view was perhaps more extreme than others, as is suggested by the tone and emotive nature of the language used.	30	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. - 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. - 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 the descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			• In discussing the historical context of Source B, answers might explain that at a time of economic recession attention focused on the shortcomings of the political system, and may expand on the imagery of the hive to explain the gulf between the rich and the poor. • In discussing how far Source C does support the view, answers might argue that opposition to the Corn Laws and high taxes indicate economic reasons for Chartism and might argue that people were 'starving to death'. • In discussing the provenance of Source C, answers might argue that the view is indicative of the independence of handloom weavers and other workers to take things into their own hands (as implied at the end of the source) particularly as times were especially hard for handloom weavers. • In discussing the historical context of Source C, answers might discuss how the depression of 1842 was very deep with lower wages, high unemployment and hardship and they might discuss the extent of protest eg the Plug Plot Riots in August and September which links implicitly to the reference to 'look within ourselves'. • In discussing how far Source D does support the view, answers might argue that 'the Chartists wanted a voice in making the laws' and felt that 'taxation without representation was tyranny,' thus indicating that the reason for the emergence of Chartism was political as was		

Question			Answer	Mark	Guidance
			their involvement in issues such as education, civil liberties and land questions. • In discussing the provenance of Source D, answers might argue that the view expressed was that of only one Chartist, but he had experience of the Chartist movement and had had time to reflect on it. • In discussing the historical context of Source D, answers might argue that the Charter's six points were political, that the vote had been extended by the time the book was published and how Chartists had agitated in favour of the ten hour question etc.		

Question			Answer	Mark	Guidance
2*			'The impact of the French Revolution and radical threats brought Britain close to revolution in the 1790s.' How far do you agree? In arguing that revolution was close in the 1790s, • Answers might argue that the 'principles' of the French Revolution were attractive to many in England. • Answers might argue that the execution of Louis XVI encouraged republicans (George III's coach was attacked in 1795). • Answers might argue that the Corresponding Societies had wide support and some advocated violence. • Answers might argue that the war with France caused economic hardship and unrest in England. • Answers might discuss the impact of the naval mutiny of 1797. • Answers might argue that the repressive measures introduced in the 1790s indicated that government took radical threats seriously. In arguing against the view, • Answers might argue that the majority of the population opposed revolution (Loyalist associations emerged). • Answers might argue that militias for home defence were started and well supported. • Answers might argue that the economic hardship of the period was largely confined to the mid-years of the decade and were not serious enough to trigger revolt.	20	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected. • At higher levels, candidates will focus on weighing up the threats but at Level 4, may simply list such threats. • At Level 5 and above there will be judgement as to how close revolution was. • At higher levels candidates might establish criteria against which to judge the degree of threat • 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.

Question			Answer	Mark	Guidance
			- Answers might argue that radicals were divided and lacked clear leadership around whom people could rally. - Answers might argue that the elites (landowners, businessmen, Church) backed the government. - Answers might argue that the bulk of the armed forces were not rebellious and would defend the government if challenged directly.		

Question			Answer	Mark	Guidance
3*			How significant were the trade and finance policies of William Huskisson during the period from 1823 to 1827? In arguing that his policies were significant, Answers might explain that colonies were able to trade directly with foreign countries rather than via England. Answers might explain that some colonial imports into Britain were given preferential rates e.g., West Indies sugar, Canadian timber and Australian wool. Answers might discuss the Reciprocity Act, 1823, which enabled agreements with other countries whereby the ships of each were allowed free entry into the others' ports. Answers might discuss the reduction in import duties. Answers might discuss the reduction or removal of bounties on exports.	20	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. - No set answer is expected. - At higher levels, candidates will focus on weighing the range of his policies, but at Level 4, may simply list them. - At Level 5 and above there will be judgement as to the extent of his policies - At higher levels candidates might establish criteria against which to judge his achievement.. - To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.

Question			Answer	Mark	Guidance
			• Answers might discuss the codification of tariff law. • Answers might explain how the Corn Laws were modified with the introduction of a sliding scale of rates. • Answers might discuss the way Huskisson backed early projects like the railway lines of 1825 and 1830. • Answers might discuss the Repeal of the Combination Laws, 1825, as removing a grievance held by workers. In arguing that his policies were less significant, and in some cases restrictive, • Answers might explain that, despite some reforms, trade between Britain and her colonies had to be carried in British ships. • Answers might explain that only 15 treaties were made by 1829 and British trade with countries with which there was no treaty had to be in British ships. • Answers might explain that the reduction of import taxes was modest in range and scale. • Answers might explain that there was a fall in revenue in the short term and a slump in exports in December 1825. • Answers might explain that Corn Law reform made no real difference to the price of corn and only angered landowners and did not ease the plight of the poor. • Answers might argue that the role of government in railway development was minimal.		• 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. NB: Candidates might opt to tackle the question in another way: • They may choose to discuss the policies by topics (e.g., colonial trade, international trade, customs duties, the Corn Laws, railway development, labour reform).

Question			Answer	Mark	Guidance
			Answers might discuss the fact that, despite the Combination Laws repeal, there were still the strikes and may discuss the Amendment to the Repeal (1825).		

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 generalized 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.
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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