



GCE

History A

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

Advanced GCE

Mark Scheme for Autumn 2021

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.















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 2021

1. Annotations

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

2. 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 the negative impact on the workforce was the most important reason for the abolition of the Old Poor Law.</p> <ul style="list-style-type: none"> • In discussing how far Source A does not support the view, answers might point out that the main reason for the abolition was increased demand and therefore the rising cost of the Old Poor Law, which farmers and landlords could not afford. • In discussing the provenance of Source A, answers might argue that the vicar would be familiar with the extent of poverty in the parish and the amount of money paid in outdoor relief. Answers might point out that this testimony was given under oath and it would be reasonable to assume the vicar would be an honest witness. • In discussing the historical context of Source A, answers might explain how population expanded rapidly in the early 19thC. Answers might explain that the system of outdoor relief was started in 1796 in Berkshire and was adopted in neighbouring counties like Buckinghamshire. • In discussing how far Source B does support the view, answers might say that outdoor relief encouraged idleness. Answers might explain that it increased the size of the family. Answers might argue that willing workers of good character were reduced to low wages or forced to take charity from the parish to compensate for the inadequacy of his wages. 	30	<p>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></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.

	<ul style="list-style-type: none"> • In discussing the provenance of Source B, answers might argue that the magazine, presumably, based its report on some research. Answers might argue that a magazine was likely read mainly by the middle and upper classes and the article might reflect their concerns with the system. • In discussing the historical context of Source B, answers might provide details about the Speenhamland System including the payment of relief depending on the size of the family. Answers might explain that reliance on poor relief was usually lower in the summer when more jobs were available so the criticism here reflects deep concern. • In discussing how far Source C does support the view, answers might argue that outdoor relief led to bad behaviour, with paupers threatening one overseer and burning the property of another. • In discussing the provenance of Source C, answers might claim that the farmer was giving evidence under oath. Answers might argue that as a farmer, the author might be expected to be familiar with the experiences of other farmers. Answers might argue that the author would be a ratepayer which might explain his critical view of paupers. • In discussing the historical context of Source C, answers might explain that only three years before, the countryside had been beset by the Swing Riots during which time the actions described here were common. • In discussing how far Source D does not support the view, answers might explain that the overseers are criticised as incompetent as they lack experience and skill. Answers might say they did not 		
--	--	--	--

	<p>want to be bothered. Answers might stress their failure to collect rates or meet demands.</p> <ul style="list-style-type: none"> • In discussing the provenance of Source D, answers might point out that the source explains that the overseers were farmers or shopkeepers, many of whom would have been loath to collect the rates as they were contributors. Answers might argue that it was understandable that the overseers were busy with their own business and did not have the time. Answers might stress the fact that the evidence was based on the findings of one of the commissioners. • In discussing the historical context of Source D, answers might explain that the comments about the overseers in North Wales were true of others elsewhere. Answers might explain that overseers served for only a year so they had little time or incentive to devote time to the task. 		
--	--	--	--

Question	Answer	Marks	Guidance
2*	<p>'Peel's legal reforms during his time at the Home Office, were motivated by a desire to improve the efficiency of the legal system.' How far do you agree? In arguing that Peel's main motivation was to improve the efficiency of the legal system,</p> <ul style="list-style-type: none"> • Answers might argue the Penal Code made the system of punishment more efficient by removing the death penalty for 180 trivial offences the existence of which had discouraged convictions beforehand. • Answers might assess the impact of the Juries Regulations Act which introduced more rigour to the 	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>

	<p>operation of trials by jury.</p> <ul style="list-style-type: none"> Answers might emphasise the reform of the prisons especially the method by which gaolers were paid and the introduction of national standards. Answers might assess the importance of the Metropolitan Police force (1829) by comparing the imperfect ways of policing with the new system. In arguing that Peel was motivated by factors other than efficiency, answers might argue that he was influenced by the work of Howard and Fry. Answers might explain how the measures he introduced were humanitarian in nature. Answers might argue that he was mainly concerned to establish a system of law enforcement that was just and commanded the respect of the public. Answers might argue that financial aims were a concern and reforms were intended to reduce costs. Answers might say that his aim was to improve the system of law enforcement to better protect property and the security of the public from criminals. 		<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 Peel's motivations. At higher levels, candidates might establish criteria against which to judge the view. 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 and evaluate the sources, in line with descriptions in the levels mark scheme.
--	--	--	---

Question	Answer	Marks	Guidance
3*	<p>'The strength of its navy was Britain's most important contribution to the defeat of Napoleon.' How far do you agree?</p> <p>In arguing that the navy made the most contribution to Napoleon's defeat,</p> <ul style="list-style-type: none"> Answers might explain how the navy defeated the French navy, at Copenhagen and Trafalgar, for example. 	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</p>

	<ul style="list-style-type: none"> • Answers might argue that the confinement of the French navy to their ports restricted Napoleon's scope for manoeuvre. • Answers might argue that the navy enforced a blockade with economic consequences for France. • Answers might explain how the navy maintained the defence of Portugal and supported Wellington's forces there and in Spain. • Answers might consider the expeditions that were conducted to move supplies to Britain's allies. • In arguing that Britain's contribution was more than just that of the navy, answers might argue that the subsidies provided to her allies was crucial in making it possible for them to resist the French. • Answers might argue that British diplomacy was vital in forming the Coalitions against Napoleon. • Answers might argue that Wellington's campaign in Spain diverted French troops and drained their resources. • Answers might credit the outcome of the Battle of Waterloo to Wellington. • Answers might argue that Britain provided a safe haven for opponents of Napoleon including Louis XVIII and a government in waiting. 		<p>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 the balance of power. • At higher levels, candidates might establish criteria against which to judge the principle aims of foreign policy. • 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 and evaluate the sources, in line with descriptions in the levels mark scheme.
--	--	--	---

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.
---------	--

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored