



Oxford Cambridge and RSA

A Level History A

Unit Y110

From Pitt to Peel: Britain 1783–1853

Sample Question Paper

Version 0.13

Date – Morning/Afternoon

Time allowed: 1 hour 30 minutes



OCR supplied materials:

- 12 page Answer Booklet

Other materials required:

- None



First name										
Last name										
Centre number						Candidate number				

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer Question 1 in Section A and either Question 2 or Question 3 in Section B.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **8** pages.

Section A**Peel and the Age of Reform 1832–1853**

Study the four sources and then answer Question 1.

- 1 Using these four sources in their historical context, assess how far they support the view that the Factory Acts did more harm than good.

[30]

Source A: An economist comments on the impact of the factories in an influential Whig party journal.

Children aged 9 to 14 are mainly employed in factories. They have been described as stunted, aged prematurely and made miserable for life by prolonged confinement, drudgery and ill treatment. Such were the representations of Mr Sadler's famous Factory Report in 1832, which we believe contained exaggerated and misleading representations and false statements. Acts excluding children from factories leads to them being thrown loose upon the streets, becoming used to idleness and subject to vicious practices of the worst kind in our great towns. Factories have been our best and most important training grounds, instilling regular and industrious habits.

J R McCulloch, Edinburgh Review, 1835

Source B: One of the new Factory Inspectors comments on the progress made since the Factory Act of 1833.

I see a decided change for the better. The strong dislike of the Act among many respectable mill-owners has greatly subsided. Both owners and workers are convinced that the effective interference of Parliament for the protection of children has been necessary and just. That many owners still appear indifferent to the health and moral welfare of their child employees is proved by our prosecutions, but outright cruelty and oppression are not common. Before 1833 the factory system was defective as young children laboured 12 hours a day with no opportunity for air, exercise or proper education.

Leonard Horner, Report on the Factories, 1837

Source C: A Northern factory owner comments in a published pamphlet, on the effects of the factory reform. He is usually considered fair and reforming in his approach to adult and child labour.

The enemies of the factory system assume that all labour is severe and all workers are children of tender years and delicate health. We should no longer be shocked at child factory labour as if we find any under 13 we have the satisfaction of knowing they only work 8 hours a day. It may also be asked where the children who were discharged from the mills are? Some are working down the mines. Are they, for whose protection the provisions of the 1833 Act were made and enforced, in a better physical and mental condition than before?

Robert Hyde Greg, The Factory Question of the Ten Hours Bill, 1837

Source D: A middle class writer comments on the impact of factory labour upon girls and women.

Those female factory children who survive grow to be young women. Those who have the choice prefer the life of a factory girl to that of a household servant and they are not far wrong. They have comparative freedom and, after the 1844 Act, work only at stated hours. But as well as learning to be independent, they become selfish and impatient with their duties as women. What training has fitted them to be working men's wives? They have not learnt needlework, habits of cleanliness and order with which to make the most of their husband's wages and give their homes a degree of comfort. The Factory Commissioners state that a 'girls' education is even more neglected than boys'.

Mrs Anna Jameson, Memoirs and Essays Illustrative of Arts, Literature and Social Morals, 1846

Section B

From Pitt to Peel

Answer **ONE** question.

EITHER

2* How successful were Pitt the Younger's domestic policies?

[20]

OR

3* 'Government policies were the most important reason for the failure of the radical challenges in the period from 1812 to 1822.' How far do you agree?

[20]

BLANK PAGE

BLANK PAGE

BLANK PAGE

BLANK PAGE

Copyright Information:

Source A: Adapted from: J R McCulloch, *Edinburgh Review*, 1835, in Jenkins, J. and Evans, E., (2002), *Victorian Social Life: British Social History 1815–1914 (Advanced History Sourcebooks)*, p 53. Hodder Education, UK.

Source B: Adapted from: Leonard Horner, *Report on the Factories, 1837*, in Jenkins, J. and Evans, E., (2002), *Victorian Social Life: British Social History 1815–1914 (Advanced History Sourcebooks)*, p 65. Hodder Education, UK.

Source C: Adapted from: Robert Hyde Greg, *The Factory Question of the Ten Hours Bill, 1837*, in Walsh, B. (1997), *GCSE British Social and Economic History: Student's Book (History In Focus)*, p95. Hodder Education, UK.

Source D: Adapted from: Mrs Anna Jameson, *Memoirs and Essays Illustrative of Arts, Literature and Social Morals, 1846*, in Jenkins, J. and Evans, E., (2002), *Victorian Social Life: British Social History 1815–1914 (Advanced History Sourcebooks)*, p 66–67. Hodder Education, UK.

OCR is committed to seeking permission to reproduce all third-party content that it uses in the assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



Oxford Cambridge and RSA

...day June 20XX – Morning/Afternoon

A Level History A

Unit Y110 From Pitt to Peel: Britain 1783–1853

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 50

This document consists of 20 pages

MARKING INSTRUCTIONS**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 **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

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 50% 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 scoris messaging system.

5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. 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 isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
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:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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

12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<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.

Section A

Question	Answer	Marks	Guidance
1	<p>Using these four sources in their historical context, assess how far they support the view that the Factory Acts did more harm than good.</p> <ul style="list-style-type: none"> • In discussing how Source A does supports the view of ‘harm’, answers might refer to McCulloch’s belief that the 1833 Act threw children onto the streets and to his claims that the Sadler report was mistaken in its view that factories were places of misery and ill treatment. • In discussing the provenance of Source A, answers might point out that as an economist he was on the side of the factory as an instrument of progress and was a key influence on government thinking. His experience of factories in practice might be limited. • In discussing the historical context of Source A, answers might argue that although A argues for harm this is supported by what is known of the slanted nature of the questions and approach of Sadler’s report. Conversely his views can be challenged by reference to the smaller rural factories and by evidence from the 10 Hour movement, all of whom cited the albeit limited progress made under the 1833 Act; or by the evidence of owners and parents who commented on the harm done to profit or family income. • In discussing how Source B supports the view of ‘good’, answers might refer to his evidence that the 1833 Act has changed matters for the better, 	30	<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.

Question	Answer	Marks	Guidance
	<p>employers accepting the moral and practical points on child health and education, that workers also accepted it and that he was prosecuting some employers under its provisions on age and hours.</p> <ul style="list-style-type: none"> • In discussing the provenance of Source B, answers might point out that, as the most influential and hardworking of the 4 inspectors appointed by the 1833 Act, Horner’s evidence is particularly telling, although he has a vested interest in pushing for more reform and may not be typical in stressing this. • In discussing the historical context of Source B, answers might argue that although Horner argues for ‘good’ and that this is supported by the prosecutions undertaken and by worker support despite the affects this might have on the income generated by their children; although it could be challenged by the loopholes in the Act, the relative laziness of his fellow inspectors who paid less attention to implementation, and by the insufficient inspector numbers which might suggest that harm continued. Candidates may know that the 1844 Act later brought 8 year olds back into employment. • In discussing how Source C can both support and challenge the view of ‘harm’, answers might refer to his corroboration of A’s ‘harm’ point that children were thrown into an even worse situation (the as yet unregulated Mines or the streets), and adds that those out of employment would cease to receive any education. However he does point to the ‘good’ that 		

Question	Answer	Marks	Guidance
	<p>those aged 9–13 would now only work an 8 hour day and clearly it is now accepted that very young children were to be removed from factories.</p> <ul style="list-style-type: none"> • In discussing the provenance of Source C, answers might note that it comes from a noted employer with a sound reputation at Styal Mill and in a position to know, at least in relation to the situation in the North West, but that he is writing a pamphlet to refute factory reform and takes an employer’s perspective. Greg may not have been typical given his reputation as a fair employer and he comments only 4 years into the Act’s operation. • In discussing the historical context of Source C, it could be supported in reference to his comments on education where the 1833 Act did provide two hours a day, after work, for 9–13 year olds, although his reference to ‘best schools’ was probably meant generally in the sense of a training and discipline unavailable on the streets. • In discussing how Source D can both support and refute the view of ‘harm’, answers might refer to her claim that the ‘harm’ done to younger, poorer women attracted to the factory is at the expense of morality and the nation’s domestic life (managing the home). On the other hand she does point out that factories are now regulated, clearly preferred places to work for younger women and better than domestic service or sweatshops. 		

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • In discussing the provenance of Source D, answers might point to Mrs Jameson as a middle class factory reformer and early feminist but one able to see the negative impact on women, although reference may be made to her moral concerns about the family and a woman’s rightful place in it. Her audience is middle class and possibly female, who may project their concerns onto younger working class women who may or may not share those concerns. • Answers may question the extent of her actual experience of factories on the basis of this. She does however widen the debate by discussing female employment, not mentioned by the other three sources whose focus is on child labour. • In discussing the historical context of Source D, answers might argue that she is writing in 1846 during the debate on the 10 Hour Bill and after regulation had been extended to women in 1844. She can see this has made factories more attractive than other forms of employment. She supports reform and can see the good done but worries about harm done to family structures. 		

Question	Answer	Marks	Guidance
2*	<p>How successful were Pitt the Younger’s domestic policies?</p> <ul style="list-style-type: none"> • In arguing that Pitt’s domestic policies were successful, answers might refer to his reputation (‘National revival’) and the context of the recent disaster in America to assess his work in finance, taxation and administration. His work was largely approved by the propertied classes, although not the Foxite Whigs. • Answers might consider debt reduction, the sinking fund and the concern to reduce smuggling, create efficiencies in a patronage system and ensure economies. • Answers might consider Pitt’s role in trading policy – a freer trade in some areas, reciprocal treaties (with France for example) and with the colonies. • Answers might consider his handling of the radical threat which received much support from the political classes in the 1790s (prosecuting key radicals, limiting publicity, suspending Habeas Corpus). • In arguing that there were failures and limitations, answers could cite the role of George III as a key obstacle to some areas Pitt was keen to tackle. • Answers might question the efficacy of the sinking fund (hardly innovative), the extent of administrative reform and economy, the unpopularity and repeal of some of his taxes (shops and windows). 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on ‘how successful’; but at Level 4, may simply list the successes and failures. • At Level 5 and above, there will be judgement as to the relative importance of the extent of the financial arrangements. • At higher levels, candidates might establish criteria against which to judge the success. • 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 descriptions in the levels mark scheme.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> Answers might consider his failures to abolish the slave trade and slavery, his failure to push through moderate parliamentary reform, the limitations of his India Act, and the failure of commercial union and measures of Catholic emancipation in Ireland from 1785 to 1800. Answers might consider that trade recovery after 1783 was due to other factors, particularly given the moderate nature of much of his reform. Radicals would condemn him for the curbing of liberty in the 1790s. 		
3*	<p>‘Government policies were the most important reason for the failure of the radical challenges in the period from 1812 to 1822.’ How far do you agree?</p> <ul style="list-style-type: none"> In arguing that government policies were the most important reason for radical failure, answers must consider the issue of ‘how far’ and assess the role of government policy and legislation, directed at the radicals. Answers might consider the effectiveness of the Gagging Acts of 1817 and the Black Acts of 1819, involving restrictions on meetings and the temporary suspension of Habeas Corpus. Answers might consider the restrictions on the press, starving radicals of publicity, and Sidmouth’s use of spies (Cato St) and the information provided by JP reports on seditious activity. 	20	<ul style="list-style-type: none"> No set answer is expected. At higher levels, candidates will focus on ‘most important’; but at Level 4 may simply list the reasons. At Level 5 and above, there will be judgement as to the relative importance of the extent of the reasons. At higher levels, candidates might establish criteria against which to judge the reasons. 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 descriptions in the levels mark scheme.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • Answers might consider the arrests, trials and transportations which took radicals out of circulation, such as the arrests made at Peterloo of Orator Hunt and others, plus the more controversial use of force (against the Luddites for example). • In arguing that the reasons for failure lay elsewhere, answers may consider the weaknesses of the radicals themselves and their over-ambitious aims, and cast doubt on the effectiveness of government methods which could, as in the case of spies, be counter-productive (Pentrich Rising, for example, or the radical propaganda victory over Peterloo). • Answers might consider radical divisions over tactics, aims, issues and methods citing the differing approaches of Hunt, Cobbett, Place Burdett, Thistlewood and the Spenceans. • Answers might consider the localised and limited nature of the radical threat (Blanketeers; Pentrich), especially in the North, and divisions over an industrial or political agenda. • Answers might consider the role of the economy (recovery) in lessening the radical threat after 1819. 		

Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1		30		30
2/3	20			20
Totals	20	30		50

Y110

Mark Scheme

June 20xx

BLANK PAGE

Y110

Mark Scheme

June 20xx

BLANK PAGE

Summary of updates

Date	Version	Change
November 2020	0.13	Updated copyright acknowledgements.