

GCE

History A

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

Advanced GCE

Mark Scheme for June 2018

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

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

Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Using these four sources in their historical context, assess how far they support the view that the main reason for the ineffectiveness of strikes was the lack of support for the trade union organising the action.</p> <ul style="list-style-type: none"> • In discussing how far Source A does support the view that unions lacked support for strikes, answers might point out men were reluctant to strike. Answers might explain that men were fearful of the consequences of strike action. Answers might stress how the negative impact of strikes on their family inhibited the men. • In discussing the provenance of Source A, answers might point out that the author was an experienced trade unionist. Answers might point out that Doherty had been the architect of strike action by the Cotton Spinners Union which had failed. Answers might point out that the testimony would have been given under oath. • In discussing the historical context of Source A, answers might explain the Combination Acts of 1824 and 1825. Answers might explain the difficulty in financing a strike. Answers might point out the power of employers to refuse work to those they regarded as troublesome, especially at times like 1838 when the economy was sluggish. • In discussing how far Source B does not support the view that unions lacked support for strikes, answers might point out that the weavers had been on strike for 'several weeks'. Answers might argue that it was starvation that forced the weavers to seek to return to work. Answers might explain that despite this many were determined to maintain the strike, not least by intimidating those who had returned to work. 	30	<ul style="list-style-type: none"> • No set answer is expected • The answer must assess utility for the issue specified. Analysis and evaluation of utility for other issues is not required and should not be credited • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the source, in line with descriptions in the levels mark scheme.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • In discussing the provenance of Source B, answers might argue that the testimony was given under oath. Answers might argue that the tone of the testimony was intended to convey a sense of concern for the weavers, to present the manufacturer as a decent employer and that the misfortune of the weavers was self-induced. • In discussing the historical context of Source B, answers might explain the deteriorating position of weavers at a time of increased mechanisation and factory work. Answers might argue that competition from rivals restricted the scope for a manufacturer to raise wages. Answers might argue that skilled workers, such as weavers, were more likely to strike than unskilled as they had more to lose from the changes in industry. • In discussing how far Source C does not support the view that unions lacked support for strikes, answers might highlight the support of local preachers for the men. Answers might emphasise the sense of right held by the strikers who thought they had God on their side. Answers might point out that the ‘blackleg labour’ was ‘non-union’ and brought in from outside the area of the strike. • In discussing the provenance of Source C, answers might stress the point that the strike lasted at least four months which suggests solidarity. Answers might argue that the testimony was recorded in a diary for personal recollection only. • In discussing the historical context of Source C, answers might comment on how mining settlements were close knit and loyalty to the union was stronger than in other areas. Answers might explain the radicalism of Primitive Methodists and their support for ordinary workers. Answers might explain how unemployed miners from other parts of the country were used to break strikes. 		

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • In discussing how far Source D does support the view that unions lacked support for strikes, answers might point out that unions struggled to make a strike work when not all workers were in the union. Answers might point out that some union men ('knobsticks') abandoned the strike for 'momentary advantage'. Answers might explain how the law was used to persecute workers and effectively undermine the union. • In discussing the provenance of Source D, answers might comment on the perspective of the author as a cotton manufacturer. Answers might reflect on the author's interest in and knowledge about the condition of the working class (in writing a book on the subject). • In discussing the historical context of Source D, answers might point out that Manchester was the centre of the cotton industry with many examples of industrial unrest from which the author could draw conclusions. Answers might point out the author's association with Karl Marx and his genuine interest in the analysis of industrial relations. Answers might refer to some of the strikes alluded to in 'a long series of defeats'. 		

Question	Answer/Indicative content	Mark	Guidance
2*	<p>To what extent was Roman Catholic Emancipation, gained in 1829, due to the Catholic Association?</p> <ul style="list-style-type: none"> • In arguing that Emancipation was due to the Catholic Association, answers might consider the aims and organisation of the Association when founded in 1823. • Answers might assess the qualities of its leader, Daniel O'Connor (charismatic, propaganda, etc). • Answers might emphasise the widening of support for the Association to appeal to the peasantry as well as the middle class (Catholic Rent in 1824). • Answers might consider how the Association was banned, but then reborn in 1825. • Answers might discuss the significance of the 1826 General Election (Catholics deserted Protestant landlords). • Answers might assess the importance of the County Clare election of 1828 and the return of O'Connell (civil war appeared possible). • Answers might analyse the terms of the Act of 1829. • In arguing that other factors explain Emancipation, answers might explain that since 1800 Catholics could vote in elections yet could not sit in Parliament and as such the survival of the Union was problematic. • Answers might argue that emancipation was a logical step after the repeal of all other anti-Catholic laws. • Answers might explain that the Whigs favoured repeal. • Answers might explain that the Tories proposed reform in 1812, 1821 and 1825 but the Lords blocked it. 	20	<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 extent to which the Catholic Association was the main factor. • At higher levels, candidates might establish criteria against which to judge the relative importance of different factors. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation; it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.

Question	Answer/Indicative content	Mark	Guidance
3	<p>‘The Reform Act of 1832 failed to address the flaws in the parliamentary system.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that the Act failed to address the flaws in the system, answers might argue that the vote was still the privilege of property holders. • Answers might point out that candidates had to satisfy a property qualification to stand for election. • Answers might explain that regional imbalances in representation remained with the south of the country over represented. • Answers might argue that rural areas were over represented and towns were denied similar representation. • Answers might point out that voting was still by open ballot. • Answers might point out that bribery and intimidation remained problems after 1832. • In arguing that the Act did address flaws in the system, answers might argue that the changes made set a precedent and opened the way to further reform later. • Answers might argue that the worst of the rotten boroughs were removed. • Answers might argue that industrial towns and the commercial interests of the country gained some representation. • Answers might argue that the regions – Wales, Ireland and Scotland – gained a few extra seats. • Answers might explain that the length of Parliament was unchanged. 	20	<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 extent to what extent the Reform Act did or did not address the flaws. • At higher levels, candidates might establish criteria against which to judge the relative importance of different factors. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation; it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.

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