

GCE

History A

Unit **Y140/01**: From Pitt to Peel: Britain 1783–1853

Advanced Subsidiary GCE **H105**

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

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

Section A

Question	Answer	Marks	Guidance
1	<p>Use your knowledge of Chartism, to assess how useful Source B is as evidence for Chartist views about the House of Commons.</p> <ul style="list-style-type: none"> • In discussing how Source B is useful, answers might consider the view that the House of Commons did not represent the people as a whole. • Answers might consider the view that those represented were people who lived by profits and money lending and whose interests were selfish. • Answers might consider the view that those who have the vote were disreputable, even criminal, elements (pawnbrokers, brothel-owners, stockbrokers, lawyers, parsons and cotton-lords). • Answers might consider the view that the franchise was held by one-tenth of the population who were the worst tenth. • Answers might consider the provenance of Source B and the wholly negative perspective of it. • Answers might comment on the broad brush condemnation of MPs and voters. • Answers might comment on the nature of the speech which was designed to evoke passion in the audience and a sense of grievance in those who heard him or read about his speech later. 	10	<ul style="list-style-type: none"> • No set answer is expected. • The answer must assess utility for the issue specified. Analysis and evaluation 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	Marks	Guidance
2	<p>Using these three sources in their historical context, assess how far they support the view that the principle that all men had the right to vote was the only reason Chartists wanted the vote for working men.</p> <ul style="list-style-type: none"> • In discussing how Source A does not support the view, answers might argue that the Chartists were more concerned with economic problems ('this question of Universal Suffrage was a knife and fork question'). • In discussing the provenance of Source A answers might comment on the author as a Methodist preacher who might be expected to emphasise the Christian message, contained within the source. Answers might comment on the fact that his speech was widely applauded suggesting that his views chimed with many others. Answers might argue that as the report of the speech was written in the Chartist paper the editor's might have inserted references to 'cheers' etc. • In discussing the historical context of Source A, answers might refer to the economic hardship of the time and the propensity of people to support Chartism at such times when issues of food and wages were the priority. Answers might argue that the meeting took place near Manchester where the cotton industry was dominant and the impact of economic slowdown effected large numbers of workers. • In discussing how Source B does support the view, answers might argue that the Chartists were only interested in the vote as the present system did not represent the working class. Answers might also argue that the Chartists wanted the vote because those who had it in 1839 were not worthy of it or whose only concern was their own interests. • In discussing the provenance of Source B, answers might argue that the author was a radical who did not represent the views of the rank and file for whom material concerns were more pressing. Answers might argue that at the time of his speech discontent was widespread and his language tapped into the sense of frustration with those in power. 	20	<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 points. • As Level 5 and above there will be judgement as to the motives or purpose of Peel. • At higher levels candidates might establish criteria against which to judge whether Peel put country before party. • 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"> • In discussing the historical context of Source B, answers might consider the petition of 1839 and assess the significance of the number of signatories to it. Answers might also consider the optimistic, aggressive tone of the speech as unsurprising given the youth of the Chartist movement by this time. • In discussing how Source C does and does not support the view, answers might argue that Chartists wanted the vote because they thought they should have ‘a voice in making the laws’. Answers may argue that they wanted the vote because they believed those who paid taxes should be able to do so. Answers are likely to argue that, in addition, Chartists were interested in issues concerning hours at work, the stamp tax, better education and other issues. • In discussing the provenance of Source C, answers might consider the fact that the author had supported the Chartist cause throughout its heyday and so knew the movement well. Answers might argue that writing years after Chartism had disappeared and the Third Reform Act had been passed that the author was able to reflect on the movement in such an equable tone and may prefer to stress the broad nature of Chartism rather than focus on simply the vote. • In discussing the historical context of Source C, answers might explain some of the references made to the interests of the Chartists. For example, the support of the Chartists for the temperance movement, the campaign for the 10-hour day and the Land Plan of the Chartists. Answers might explain that Chartists were most active during times of economic depression (1842 and 1848, in addition to 1838/9 as indicated by Sources A and B) and the interest of Chartists in other causes at other times. 		

Section B

Question	Answer	Marks	Guidance
3*	<p>‘The support of George III explains why Pitt the Younger dominated domestic politics in the period 1783 to 1789.’ How far do you agree?</p> <p>In arguing that Royal support was the factor that explains why Pitt dominated politics,</p> <ul style="list-style-type: none"> • Answers might discuss the power of the king as a politician with the authority to make or break a ministry. • Answers might discuss the King’s decision to call an election in March 1784 which enabled Pitt to consolidate this position. • Answers might discuss the King’s respect for Pitt. • Answers might consider the vulnerability of Pitt as a young politician beset by rivals keen to replace him. • Answers might assess the significance of George III’s loathing for Charles James Fox, not least because of his friendship with the Prince of Wales, and how Pitt shielded the King from him. • Answers might consider how Pitt’s handling of the Regency Crisis of 1788 earned the King’s support. <p>In arguing that other factors explain why Pitt dominated politics,</p> <ul style="list-style-type: none"> • Answers might consider how relations between the King and Pitt were not always cordial. • Answers might assess the skills of Pitt as a politician: an effective speaker in Parliament, intelligence with the ability to master complex briefs, his confidence and determination. • Answers might discuss the financial policies of Pitt which recovered the nation’s finances which had been drained in the war in America. • Answers might consider how he reduced the National Debt with the Sinking Fund. • Candidates might discuss his reforms of administration which improved efficiency and reduced waste. • Candidates might discuss how his policy of free trade (including the Eden Treaty with France) improved the economy. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement on the extent to which royal support was the main reason. • At higher levels candidates might establish criteria against which to judge the relative importance of the different reasons. • To be valid, judgements 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.

Section B

Question	Answer	Marks	Guidance
4*	<p>How successful was British foreign policy in the period from 1815 to 1822?</p> <p>In arguing that British foreign policy was successful,</p> <ul style="list-style-type: none"> • Answers might discuss how the threat of France was checked: the buffer states created at Vienna and allowing her into the Quintuple Alliance in 1818. • Answers might discuss how peace was maintained between the great powers, in part through the Congress System, and the positive working relationship between Castlereagh and Metternich. • Answers might discuss how British trading interests were advanced: posts acquired in 1815, maintenance of the navy. • Answers might consider how a balance of power in Europe was maintained e.g. denying French and Russian intervention in Spain yet upholding Austria's right to intervene in Naples in 1820. <p>In arguing that British foreign policy was unsuccessful,</p> <ul style="list-style-type: none"> • Answers might consider the failure to prevent Austria intervening in Piedmont in 1821. • Answers might discuss Castlereagh's disagreement with the other powers over the Troppau Protocol. • Answers might discuss the failure to resolve the crises in Spain and Greece by 1822. • Answers might assess the 'peace in Europe' to be fragile. • Answers might consider the influence of Metternich on British policy. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement how far foreign policy was successful. • At higher levels candidates might establish criteria against which to judge success. • To be valid, judgements 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.

APPENDIX 1

	<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: Use your knowledge of [specified historical context] to assess how useful Source [...] is as evidence of.... [10]
Level 5 9–10 marks	The answer has a good focus on the question. The source is evaluated, using both provenance and relevant knowledge of the historical context that is specified in the question, in order to engage with the source and reach a supported analysis of its utility as evidence for the issue in the question.
Level 4 7–8 marks	The answer is mostly focused on the question. The source is evaluated, using both provenance and generally relevant knowledge of the historical context that is specified in the question, in order to engage with the source and produce an analysis of its utility as evidence for the issue in the question. The use of provenance may not be developed.
Level 3 5–6 marks	The answer is partially focused on the question. There is partial evaluation of the source, with use of some knowledge of the historical context that is specified in the question, in order to engage with the source and produce a partial analysis of its utility as evidence for the issue in the question.
Level 2 3–4 marks	The answer has only limited focus on the question. There is a generalised evaluation of the source, with use of limited knowledge of the historical context that is specified in the question, in order to engage with the source and produce a basic analysis of its utility as evidence for the issue in the question.
Level 1 1–2 marks	This answer is on the wider topic area, but not on the detail of the question. There is a very basic evaluation of the source, with very limited use of very generalised knowledge of historical context that is specified in the question, in order to engage with the source in a very limited way to attempt a very simple analysis of its utility. This analysis may primarily take the form of drawing information from the source, and it will be considered more as evidence for the wider topic area than the specific issue in the question.
0 marks	No evidence of understanding or reference to the source.

	<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 2: How far do the three sources support the view? [20]
Level 5 17–20 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 13–16 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 9–12 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 5–8 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 1–4 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 3 and 4: Essay [20]
Level 5 17–20 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 13–16 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 9–12 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 5–8 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 1–4 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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