



**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for June 2019**

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

## Section A

Question	Answer	Marks	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that the main argument used by opponents of factory reform was that shorter hours would harm the workers.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how far Source A does support the view,</b> answers might point out shorter hours would reduce wages, lead to higher prices and that many children would lose their jobs, in part because of the resulting downturn in trade.</li> <li>• In discussing how far Source A does not support the view, answers might stress the effects of shorter hours on ‘the prosperity of this district’ and that exports to foreign nations would decline if their price rose.</li> <li>• <b>In discussing the provenance of Source A,</b> answers might point out that the views expressed were those of several businessmen who would be expected to understand the implications of such a change but that the view is entirely negative and does not consider the possible benefits in terms of productivity, for example.</li> <li>• <b>In discussing the historical context of Source A,</b> answers might outline the debate at the time about child labour and the agitation for change to the laws regarding the employment of children. Answers might explain how important the woollen industry was in Leeds and West Yorkshire (and to the wider UK economy) and how changes to employment laws would have repercussions for the district.</li> <li>• <b>In discussing how far Source B does support the view,</b></li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above, there will be judgement about the issue in the question.</li> <li>• To be valid judgements they must be supported by accurate and relevant material.</li> <li>• At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question.</li> <li>• 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.</li> </ul>

	<p>answers might say that a 10 hour day would adversely affect labourers as, the implication being, their income depended on the hours they worked and it was a delusion for people to think that workers would be paid the same for 10 hours as they were for 12 hours.</p> <ul style="list-style-type: none"><li>• <b>In discussing how far Source B does not support the view,</b> answers might explain that manufacturers would suffer as ‘other countries’ would benefit.</li><li>• <b>In discussing the provenance of Source B,</b> answers might argue that with his experience the MP had a close knowledge of manufacturing and trade but that his hostility to those agitating the operatives was typical of someone in his position.</li><li>• <b>In discussing the historical context of Source B,</b> answers might provide details about the Ten Hours Movement and that there were some problems with the implementation of the Factory Act of 1833, but further reform was thought premature.</li><li>• <b>In discussing how far Source C does support the view,</b> answers might point out that restricting the hours of child labour merely results in the child missing a meal. Answers might stress the point that parents were reliant on the income from their children, so they might explain that children needed protection from their parents rather than their employers.</li><li>• <b>In discussing the provenance of Source C,</b> answers might claim that as the son of a businessman he might be expected to defend child labour, although his conclusions were based on evidence collected from his travels through Lancashire.</li><li>• <b>In discussing the historical context of Source C,</b> answers might explain that the suggestion that the State should legislate against poverty was disingenuous given the</li></ul>		
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	<p>introduction of the Poor Law in 1834. Answers might explain that 1842 was a year of depression when poverty was widespread, and workers were prepared to act against their employers (Plug Plot Riots).</p> <ul style="list-style-type: none"><li>• <b>In discussing how far Source D does support the view,</b> answers might explain that a reduction in the hours of child labour had the effect of stopping men from working.</li><li>• <b>In discussing how far Source D does not support the view,</b> answers might generalise and say Brougham opposed shorter hours on principle as he did not regard it as the responsibility of Parliament to intervene so he also believed that parents should protect their children and that women should not be prevented from working if they or their husbands wanted to.</li><li>• <b>In discussing the provenance of Source D,</b> answers might point out that the account is a report written in the third person and may contain some inaccuracies as a result. Particularly as the <i>Northern Star</i> was the Chartists' newspaper and supportive of shorter hours for workers. Answers might suggest that Brougham was a man of principle as he had shown when Lord Chancellor.</li><li>• <b>In discussing the historical context of Source D,</b> answers might provide details about the Factory Act of 1844 and that his views about parents and adults being responsible for their lives were consistent with the majority views of the time.</li></ul>		
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## Section B

Question	Answer	Marks	Guidance
2*	<p><b>'The main reason for the failure of radicals to change the established political and social order in the 1790s was the effectiveness of government policy.' How far do you agree?</b></p> <p><b>In arguing that government policy was the main reason for the failure of rebels to change the political and social order:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the impact of government legislation (such the suspension of habeas corpus by which the government were able to arrest suspects, the Defence of the Realm Act and the 'Two Acts' which banned meetings that did not have prior approval).</li> <li>• <b>Answers might emphasise</b> the initiatives adopted after the naval mutinies of 1797 to ensure the loyalty of the armed forces.</li> <li>• <b>Answers might discuss</b> the Combination Acts of 1799 which restricted the activities of trade unions.</li> <li>• <b>Answers might consider</b> the effectiveness of the network of spies and informers working for the government and the impact of propaganda.</li> <li>• <b>Answers might emphasise</b> the popularity of war against France.</li> </ul> <p><b>In arguing that other factors explain the failure of radicals:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might explain</b> the widespread fear of Jacobinism in 1789 and especially with the 'terror' in France.</li> <li>• <b>Answers might argue</b> that support for the monarchy and George III was extensive, with loyalist organisations actively challenging radicals.</li> <li>• <b>Answers might argue</b> that economic conditions were not</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on (How far?) but at Level 4 may simply list factors.</li> <li>• At Level 5 and above, there will be judgements as to the relative importance of government policy.</li> <li>• At higher levels, candidates might establish criteria against which to judge the view.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>

	consistently severe enough to arouse protest. <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the weaknesses of the radicals: split objectives, insufficient support, limited arms, perceived as traitors at a time of war with France.</li> </ul>		
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Question	Answer	Marks	Guidance
*	<p><b>'Upholding the balance of power was the primary aim of British foreign policy in the period from 1815 to 1830.' How far do you agree?</b></p> <p><b>In arguing that upholding the balance of power was the primary aim of British foreign policy:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might explain</b> how the terms of the Treaty of Vienna demonstrate this and how Britain supported the Congress System.</li> <li>• <b>Answers might analyse</b> Britain's efforts to constrain the ambitions of France in Spain.</li> <li>• <b>Answers might consider</b> Britain's opposition to Austrian intervention in Italian affairs.</li> <li>• <b>Answers might assess</b> British policy in Greece and her attempt to resist Russia.</li> </ul> <p><b>In arguing that other aims were important:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that the maintenance of British naval power was the principal aim of foreign policy.</li> <li>• <b>Answers might consider</b> the defence of British commercial interests as of primary importance.</li> <li>• <b>Answers might argue</b> that policing the slave trade was the main aim of British foreign policy (since 1807 and the decision of Vienna, 1815).</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on ('To what extent') but at Level 4 may simply list factors.</li> <li>• At Level 5 and above, there will be judgements as to the relative importance of the balance of power.</li> <li>• At higher levels, candidates might establish criteria against which to judge the principle aims of foreign policy.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>



	<ul style="list-style-type: none"><li>• <b>Answers might regard</b> the independence of former Spanish and Portuguese colonies in Central and South America as the main aim of British policy.</li></ul>		
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