



GCE

History A

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

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2016

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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

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

Question	Answer	Marks	Guidance
1	<p>Use your knowledge of the Corn Laws to assess how useful Source B is as evidence for the debate within the Conservative Party about the repeal of the Corn Laws.</p> <p>In discussing how Source B is useful,</p> <ul style="list-style-type: none"> • Answers might consider that opinion divided between those who believed repeal would make no difference in social and economic terms (Goulburn) as it 'will not relieve the present distress or increase supply'. Others (Peel was one), clearly thought repeal would relieve distress and increase supply. • Answers might consider the difference in opinion about the political consequences of repeal. Goulburn thought it would ruin his (and Peel's) reputations but also that the Conservative Party would split which would presage a period of 'class conflict' and the (unwelcome) triumph of unrestrained democracy'. The fact that Goulburn thought the party would divide suggests that others (Peel) were either less pessimistic or prepared to accept such an outcome. • Answers might consider the provenance of Source B as it was written when the debate was most passionate or intense. • Answers might consider that Source B was 'private and confidential' and an indication of the sensitivity felt about the issues at stake. • Answers might consider the tone of the letter which is uniformly negative or gloomy as a reflection of the author's pessimism or as a device to affect a change of view in Peel. 	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 Peel put the interests of the country above those of the Conservative Party.</p> <ul style="list-style-type: none"> • In discussing how Source A does or does not support the view, answers might argue that Peel put the country above party by accepting the Reform Bill and the notion of change which it symbolised promising to ‘review institutions, civil and church’. Yet, answers might argue that his reluctance to promise ‘redress of (any) abuse’ implies a less than full commitment to the interests of the country. • In discussing the provenance of Source A answers might comment on Peel’s motives. The manifesto was published with an election looming and was intended to appeal to voters. By accepting the ‘spirit of the Reform Bill’ he hoped to appeal to more moderate Tories yet in stating the limits to change he hoped to reassure more traditional Tories. • In discussing the historical context of Source A, answers might explain the ferocity of the struggle for the Reform Bill to underline the degree of demand for change but also the strength of resistance to change from conservatives. Answers might explain that the undertaking to review institutions indicates that Peel put the interests of the country above those of the Conservative Party which, traditionally, upheld such institutions. • In discussing how Source B does or does not support the view, answers might argue that Goulburn is clear that on the issue of repeal of the Corn Laws Peel’s stance ‘would have fatal results for the country’s best interests’. He argues that repeal would not improve the situation and that the political interests of the nation would also be harmed. Yet, answers might 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgment about the issue in the question. • To be valid judgments they must be supported by accurate and relevant material. • 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 the descriptions in the levels mark scheme.

Question	Answer	Marks	Guidance
	<p>argue that in claiming the Party would ‘be broken in pieces’ Goulburn’s view confirms that Peel was not putting the interests of the Party above those of the country: rather, the implication is that in taking this risk Peel was putting the interests of the country above those of the Party.</p> <ul style="list-style-type: none"> • In discussing the provenance of Source B, answers might argue that as Chancellor of the Exchequer the author was well placed to assess the economic consequences of repeal and that he would be well informed about the views of Tory MPs. • In discussing the historical context of Source B, answers might consider repeal in the context of the shift to free trade which had been evident since the 1820s and that in 1842 Peel’s government tweaked the Corn Laws. Answers might stress the role of Disraeli in opposing repeal and the split in the Party that followed repeal as Goulburn predicted. • In discussing how Source C does or does not support the view, answers are likely to judge this Source as supportive of the view, pointing to the many references that portray Peel as someone whose concerns were for people not Party. For example, the reception he received on his resignation, ‘the ‘spontaneous feeling of gratitude’, his commitment to ‘truth and justice’ and, crucially, the fact that he was prepared to give up his position of power to help the people. • In discussing the provenance of Source C, answers might consider the effusive praise of Peel as unconvincing because it is uncritical. Answers might explain that obituaries tend to be generous in their treatment of the deceased. • In discussing the historical context of Source C, answers might provide details of the widespread public outpouring of grief at his death. Answers might refer to 		

Question	Answer	Marks	Guidance
	<p>his record in office. The reference in Source C to Peel raising up ‘the humble from the mud into which legislation had so long trampled them’ is more likely focused on the repeal of the Corn Laws and the history of the Laws since 1815 might be explained. However, answers might also refer to other legislation associated with Peel that supports this claim, for example, the Mines Act of 1842 and the Factory Act of 1844.</p>		

Question	Answer	Marks	Guidance
3*	<p>Mark Scheme Section B</p> <p>To what extent do the governments of 1822 to 1830 deserve to be known as ‘liberal Tories’?</p> <p>In arguing that the governments of 1822-30 deserve to be known as ‘liberal Tories’,</p> <ul style="list-style-type: none"> • Answers might consider the composition of the Cabinet and the attitudes of leading ministers. • Answers might consider measures concerning trade (reduction of import duties on raw materials, the sliding scale of duties on the importation of corn, the modification of the Navigation Laws and the removal of restrictions on colonial trade as well as the trade treaties with other countries. • Answers might consider the measures introduced to reform the banking system. • Answers might consider the repeal of the Combination Laws. • Answers might consider law and order including the penal code, the reform of prisons and the establishment of the Metropolitan Police. • Answers might consider Catholic Emancipation. <p>In arguing that the governments of 1822-30 do not deserve to be known as ‘liberal Tories’,</p> <ul style="list-style-type: none"> • Answers might consider the support for the Church of England as the established Church. • Answers might consider their opposition to political reform. • Answers might consider the reluctance of government to deal with social problems. • Answers might consider the hostility of government to the demands for land reform in Ireland. • Answers might consider how peace and tranquillity were a reflection of improved economic conditions, not government. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the extent that the governments deserve to be known as ‘liberal Tories’. • At higher levels candidates might establish criteria against which to judge this. • To be valid judgments, 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 the descriptions in the levels mark scheme.

Question	Answer	Marks	Guidance
4*	<p>‘Fear of radicalism was the most important reason for the opposition to parliamentary reform in the period from 1783 to 1830.’ How far do you agree?</p> <p>In arguing that the fear of radicalism explains the opposition to parliamentary reform,</p> <ul style="list-style-type: none"> • Answers might consider the impact of the French Revolution (threat to the established order). • Answers might consider radical activity of the 1790s, including the Corresponding Societies. • Answers might consider the events from 1815 to 1820, for example, Peterloo and the Cato Street Conspiracy. • Answers might consider the impact of the radical press, for example Cobbett’s ‘Weekly Register’ and Wooler’s ‘Black Dwarf’. <p>In arguing that other factors explain the opposition to parliamentary reform,</p> <ul style="list-style-type: none"> • Answers might consider how the political elites regarded the extension of the vote as a threat to their influence. • Answers might consider how radicalism was limited in terms of support, especially in the 1820s. • Answers might consider the hostility of the monarchy. • Answers might consider the dominance of the Tory Party since the conservative coalition of 1794 and their success at elections since, as in 1818 and 1826. • Answers might consider the weakness of the Whigs in terms of the points raised above but also the failings of their leaders especially Charles James Fox. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative importance of the reasons. • At higher levels candidates might establish criteria against which to judge the importance of the reason. • To be valid judgments, 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 the descriptions in the levels mark scheme

APPENDIX 1 – this contains the generic mark scheme grids

	<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 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
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
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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