

**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for November 2020**

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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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## Annotations

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 Peel was aggressive in his approach to Irish issues.</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 that Peel sent troops to Ireland at a time of peace implying this was unnecessary and that the Irish feared Peel intended to attack and crush them.</li> <li>• <b>In discussing how far Source A does not support the view,</b> answers might argue that the troops were there to test the Irish and uphold the law.</li> <li>• <b>In discussing the provenance of Source A,</b> answers might point out that the views expressed were those of an implacable opponent of English rule. Answers might emphasise the fact that his comments were addressed to a large crowd of supporters to whom he wanted to show courage and resolve. Answers might comment on the remarks made about the Irish as slaves as colourful.</li> <li>• <b>In discussing the historical context of Source A,</b> answers might indicate how much support there was for the Association. Answers might explain that O’Connell was a longstanding and effective opponent of English rule. Answers might provide details about the Act of Union and why the Association opposed it.</li> <li>• <b>In discussing how far Source B does support the view,</b> answers might say that in the opening line Peel concedes that force might be used and that he saw the breakup of the Association as necessary.</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>

	<ul style="list-style-type: none"> <li>• <b>In discussing how far Source B does not support the view</b>, answers might show that Peel accepts that force alone is not appropriate and might highlight his insistence that ‘he did not believe you break it up by force’ but, rather, by ‘generosity’.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might argue that Peel might wish to deflect criticism that he was harsh in his policies to Ireland and that he was trying to justify his support of the Maynooth Grant.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might provide details about the Maynooth Grant which was generous. Answers might explain that in supporting the Grant Peel exposed himself to opposition from the right-wing of the Tory party.</li> <li>• <b>In discussing how far Source C does support the view</b>, answers might argue that the measures adopted by Peel, which are outlined in the source, were modest. Answers might claim that Peel was more concerned with limiting a disturbance to private trade and market prices than the suffering of the Irish.</li> <li>• <b>In discussing how far Source C does not support the view</b>, answers might explain that Peel was prepared to intervene by spending money. Answers might point out that the secrecy of the relief sanctioned by Peel, is an indication of the controversial nature of his policy which, nonetheless, he was prepared to pursue.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might claim that given the author’s position he might be expected to present Peel’s policy in a favourable light. Answers might argue that Peel’s policy was based on the findings of the experts he appointed to investigate.</li> <li>• <b>In discussing the historical context of Source C</b>, answers</li> </ul>		
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	<p>might explain the importance of the potato to the diet of the Irish and hence the tragedy of the blight. Answers might provide details about the Corn Laws and why this constrained Peel's scope for action. Answers might also refer to the repeal of the Corn Laws a year later as an indication of Peel's sincerity in wanting to ease the plight of the poor.</p> <ul style="list-style-type: none"> <li>• <b>In discussing how far Source D does support the view,</b> answers might explain that coroner's juries returned verdicts of murder against the English government.</li> <li>• <b>In discussing how far Source D does not support the view,</b> answers might explain that the author equates the landlords, whom he accuses of seizing supplies of food, and so causing famine, with the English government but there is no evidence in the source to support this assertion about Peel and his government.</li> <li>• <b>In discussing the provenance of Source D,</b> answers might point out that the author was a Fenian, committed to ending English rule in Ireland. Answers might argue that the author lived through the period of famine and had first-hand knowledge of its causes and effects. Answers might question the claim that there was sufficient grain and cattle to sustain a population three times its size.</li> <li>• <b>In discussing the historical context of Source D,</b> answers might provide details about the scale of the famine. Answers might explain the limitations of Irish agriculture and how that serves to challenge the claims made about crops of grain and cattle.</li> </ul>		
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Question	Answer	Marks	Guidance
2*	<p><b>'The French Revolution had little impact on British politics from 1789 to 1801.'</b> How far do you agree?</p> <p><b>In arguing that the French Revolution made little impact on British politics,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that there was little change in France in the early stage of the revolution and so there was little impact on British politics.</li> <li>• <b>Answers might emphasise</b> continuity in that Pitt remained Prime Minister throughout the period.</li> <li>• <b>Answers might argue</b> that the death of Louis XVI strengthened the support for the popular George III.</li> <li>• <b>Answers might argue</b> that landlords and the aristocracy closed ranks in defence of the status quo.</li> <li>• <b>Answers might argue</b> that there was little support for the religious reforms in France and the Church of England remained secure as one of the pillars of British politics.</li> <li>• <b>Answers might argue</b> that disorder in France enhanced the regard in England for the rule of law.</li> </ul> <p><b>In arguing that the impact of the Revolution on British politics was substantial,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might emphasise</b> the split in the Whig party between Fox and Burke.</li> <li>• <b>Answers might extend</b> this point to explain that moderate Whigs under Portland joined Pitt in a coalition in 1794.</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 impact of the French Revolution.</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>

	<ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that it prompted the establishment of radical societies, like the Corresponding Societies, which called for a revolution in England.</li> <li>• <b>Answers might argue</b> that it led to the curtailment of individual liberties with the suspension of habeas corpus.</li> <li>• <b>Answers might argue</b> that the United Irishmen revolted in 1798 as a direct result of the revolution.</li> <li>• <b>Answers might argue</b> that Enlightenment ideas were more widely debated.</li> </ul>		
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Question	Answer	Marks	Guidance
3*	<p><b>How successful was Canning's foreign policy?</b></p> <p><b>In arguing that Canning's foreign policy was successful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that his intervention in Portugal in 1823 and 1826 secured a liberal constitution and prevented the Spanish from intervening.</li> <li>• <b>Answers might argue</b> that he was successful in Greece by checking Russian ambitions there.</li> <li>• <b>Answers might argue</b> that maintaining the strength of the British navy was crucial and was demonstrated in both Portugal and Greece.</li> <li>• <b>Answers might argue</b> that his policy towards the South American states improved relations with the new republics and the USA.</li> <li>• <b>Answers might argue</b> that he worked with Metternich but was not beholden to him.</li> <li>• <b>Answers might argue</b> he was successful in explaining his policies to the public.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on the degree of success but at Level 4 may simply list factors.</li> <li>• At Level 5 and above, there will be judgements as to the success of his policy.</li> <li>• At higher levels, candidates might establish criteria against which to judge the success 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>



	<p><b>In arguing that he was unsuccessful,</b></p> <ul style="list-style-type: none"> <li>• Answers might argue that he failed to prevent French intervention in Spain in 1823.</li> <li>• <b>Answers might argue</b> that the independence of Greece weakened Turkey as a buffer against Russian expansion.</li> <li>• <b>Answers might argue</b> that he did not maintain the Congress System.</li> <li>• <b>Answers might argue</b> that relations with Austria deteriorated to the detriment of the balance of power in Europe.</li> </ul>		
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	<b>Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]</b>
<p><b>Level 6</b> 26–30</p>	<p>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.</p>
<p><b>Level 5</b> 21–25</p>	<p>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.</p> <p>There may be some imbalance in the analysis between use of provenance and use of knowledge.</p>
<p><b>Level 4</b> 16–20</p>	<p>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.</p>
<p><b>Level 3</b> 11–15</p>	<p>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.</p>

<b>Level 2</b> 6–10	The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalized knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question.
<b>Level 1</b> 1–5	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>
	<b>Generic mark scheme for Section B, Questions 2 and 3: Essay [20]</b>
<b>Level 6</b> 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. <del>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant</del>
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 7–9	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.
<b>Level 2</b> 4–6	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

<b>Level 1</b> 1–3	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.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

APPENDIX 2 – this section contains additional subject specific information

Use this space if you have extensive subject specific information that is inappropriate to include elsewhere.