

A LEVEL

Examiners' report

HISTORY A

H505


For first teaching in 2015


Y110/01 Summer 2019 series

Version 1

Contents

Introduction	3
Paper Y110/01 series overview	4
Section A overview.....	5
Question 1	5
Section B overview.....	11
Question 2	11
Question 3	16


 **Would you prefer a Word version?**

 Did you know that you can save this pdf as a Word file using Acrobat Professional?

Simply click on **File > Save As Other . . .** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for *pdf to word converter*).



We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Paper Y110/01 series overview

Y 110 is one of thirteen components for the revised A Level examination for GCE History. This component tests an extended period of History of about fifty years through an Enquiries or source-based option and an essay. The paper is divided into two sections. In Section A candidates have to answer a compulsory source questions based on four written primary sources. The question requires them to use all four sources to assess the validity of a view. In Section B candidates are required to answer one essay question from a choice of two.

To do well on Section A, candidates need to be able to consider both provenance of the sources and apply contextual knowledge to them in order to reach a judgement about the sources in relation to the issue in the question.

To do well on Section B candidates need to address the issue in the question, using detailed supporting knowledge. In order to reach the higher levels candidates will need to assess the issues they discuss and reach a supported judgement at least in the conclusion.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> • Considered the provenance of the source(s) and used relevant contextual knowledge. • The contextual knowledge was clearly linked to the source being discussed to show whether the view of the source was valid or not. • Reach an overall judgement as to the extent to which the sources supported the view in the question. • In answering the essay question candidates discussed at least two issues in depth. • The supporting detail was both accurate and relevant to the question set, not just the topic. • Reach a supported judgement about the issue in the question. • Make a series of interim judgements about the issues discussed in relation to the question. 	<ul style="list-style-type: none"> • Did not consider both the provenance and use contextual knowledge to evaluate the sources. • Wrote an unbalanced answer in their treatment of the sources, with very little consideration of one of the sources. • Reached a judgement based on their knowledge rather than the sources. • Showed a poor understanding of the major issues relevant to the essay. • Were unable to support their answer with relevant material. • Did not focus on the precise wording of the question. • Made unsupported comments about issues which were assertions.

Section A overview

The Enquiry section in this component examines opposition to factory reform in the nineteenth century and in particular examines the view that their main argument was that shorter hours would harm the workers. The question requires candidates to critically assess evidence and reach judgements. The critical evaluation of sources is the central theme in this section with all marks given against AO2.

Question 1

Peel and the Age of Reform 1832–1853

- 1 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. [30]

Most candidates were able to analyse the content of the four sources and reach a reasonable conclusion regarding those which supported the premise in the title and the sources that didn't. The alternative viewpoint was sometimes addressed in a cursory way however. Most candidates displayed a well-developed understanding of technique and so understood the need to use both context and provenance. Exemplar 1 shows an excellent understanding of the techniques required to do well on this question. A few candidates attempted to group the sources, although there is no requirement to do so and this generally proved less successful than those that took a source-by-source approach.

Source A was generally used to support the view in the question by demonstrating that shorter hours would reduce the wages of the workers and lead to increased prices. Many were also able to demonstrate how the source could be used to argue against the given view by discussing the impact on exports and the "prosperity of the district". Provenance tended to be handled well with candidates aware of the self-interest of this group of employers. Contextual knowledge was sometimes very good, with knowledge of the debates around child labour. A few candidates were also well-versed on importance of the woollen industry to Yorkshire, although this was not a focus of most answers. Surprisingly few noted the possible benefits to productivity that may come from reduced hours.

Source B was also used to support the view in the question, with most candidates concentrating on the content of the source and arguing that it showed that reduced hours would mean reduced wages. Fewer commented on the idea that workers were "led astray" by agitators. Provenance was generally well-handled, with most spotting that as this was a businessman and former minister and so there would be a more sympathetic presentation of employers as well as a sound understanding of manufacturing and trade in his speech. Candidates were able to apply some contextual support with some discussion of the 10 Hours Movement and the 1833 Factory Act.

The provenance of Source C proved puzzling for some candidates as they were unsure of how to treat its content. Better responses focused on the idea that restricting child labour would result in them missing a meal and so supporting the view in the question. This was generally developed with some discussion on the reliance on child labour by many working-class families. Contextual support for C was less well developed with only the best candidates able to discuss the contradiction within the message of the source and the introduction of the 1834 Poor Law. Only a few candidates were able to discuss the depression of 1842 which proved fruitful when used. Provenance tended to be focus on the nature of the diary being his notes from personal visits to factories only in Lancashire, which was credited. Many candidates wanted to discuss his self-interest in protecting child labour but were unable to marry this to the apparently contradictory content of the source.

Source D produced some mixed responses. Many candidates spotted the source as presenting principled views against the idea of shorter hours rather than matters of economics or morality. The fact that this was a 3rd person report was omitted by many, with many pointing to self-interest as Brougham's motivation, rather than the principles he claimed to uphold. A significant number felt that the Northern Star was against shorter hours for workers, despite most knowing that this was a Chartist newspaper. Few candidates were able to discuss Brougham's character. Contextual knowledge of the 1844 Factory Act was usually sound, although its provisions were sometimes mixed up with those of the 1833 Act.

Exemplar 1

Both source A and B partially support the statement, but focus more on the economic consequences on a national scale. Source C disagrees as it opposes reform on the basis that it is not addressing the real problem. Source D agrees with the statement on the grounds of free will.

Source A begins by talking of the detrimental effects of restricting hours on family finances, ~~especially~~ and particularly focuses on the ~~use~~ restriction of children from being a source of income. This is supported by the contemporary view that child labour was ~~ordinarily~~ beneficial and often necessary to poor families, lest the child create a ~~dear~~ financial drain. Then it argues it would disadvantage the ~~many~~ poor families working on the ~~surviving~~ financially on the self-sustaining principle of child labour. However, for the majority of the rest of the source it talks of reduced competitiveness in the world market: 'most serious effects upon the prosperity... helping... foreign nations'. The last sentence of 'It will throw many children out of employment'.

is undeveloped and seems a crossing line to hark back to the earlier point. Considering that the authors are fabric industry employers, it is more than likely that trade was their primary concern as Britain held the majority of the world monopoly on cotton fabrics, working in tandem with the Transatlantic slave trade. Also as an island country the majority of these employers' income would come from overseas competition. It is likely that the pseudo-concern for the wellbeing of poor families was an attempt at a humanitarian standpoint to be included in their publicly published persuasive text.

Source B is extremely similar to source A. It mentions the effective trap the let world make for people living in poverty with 'only their labour to sell' despite the let being aimed at their welfare. Indeed many worked long hours out of necessity and continued to discretely do so after the 1834 and 1833 and 1844 acts. It is essentially focussed on the impact on trade. It has been foreign ministers

at the Board of Trade and seen first hand the importance of it, i.e. around 70-80% government revenue being from customs and excise duties, he is likely to focus and emphasise on it. He comes back to the impact on the ordinary worker, but his delivery and ~~style~~ ^{quasi-fictional} phrasing mark the speech out as 'likely to be used propagandistically', i.e. 'deluded the operatives into belief', thus showing the proponents of the act as active saboteurs of the ordinary man.

Source B C holds a genuine humanitarian view, unlike sources A and B. Taylor recognises the ^{social} intentions of the bill but unlike B but reaches a balanced view on its effects. The focus throughout is on the people affected and comes out as 'the protection should be extended to ^{the} children nobody can deny', thus marking him out as trying to reach a balanced view in the best interests of the people. He portrays the children as a victim of the parents and the parents sometimes as a victim of 'gripping parent', thus pointing to

the endemic problem in British society instead of the Factory Act or B laws. Overall he opposes the Factory Act as it merely covers up the real problems ^{of poverty} with false assurance towards those with a more humanitarian bent. His 'acts of fear' are likely to be unreliable and unbalanced as it is a pseudo diary written for himself and he seems to be explaining an action instead of actually achieving to be persuasive.

Source D supports the statement through principles of free will and individualism: 'no right... to compel women to withhold their labour', which may refer to the 1844 banning of women from mines. Lord Brougham ~~advocates~~ does not search for sympathy for the worker as the other three do, he ~~seems to disagree that~~ seems to portray the idea that workers were in control of their own lives, ~~to~~ by using words implying balanced and willing decisions on the worker's parts, i.e. 'consent'. In reality most were forced to work due to poverty, and the election was one of desperation and

not willing. Despite his seeing the legislators of bloody 'fantasmal' ^{the phrase} 'opinion', it seems more applicable to him himself as he seems satisfied with abdicating on the fates of children to 'nature and divine providence' ~~and~~ instead of solving the problem. Lord Broughman seems unimpaired out of touch with the reality of workers' situation and so his opinions cannot be taken seriously.

Overall, ~~that~~ although Source B support the statement, their obvious persuasive nature and tendency to drift towards bias, combined with their likely biases, mean that workers' wellbeing are likely a tool they are attempting to use to garner humanitarian support. Source D is not convincing as Lord Broughman seems out of touch with reality. ~~as~~ Source C is not compelling as it is balanced and realistic so overall the sources disagree with the statement.

Section B overview

Two essays are set, each from a different Key Topic. Here the candidates are asked to examine the failure of radicalism in the 1790s and British foreign policy between 1815 and 1830. The questions set require candidates to analyse causes and consequences of major historical issues.

Question 2

British Government in the Age of Revolution 1783–1832

- 2*** '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? **[20]**

This was a significantly more popular essay and was generally well answered. Most candidates were able to identify the relevant government policies and explain their impacts and compare these to other factors. More successful candidates demonstrated impressive knowledge of "Pitt's terror" and were able to evaluate the effectiveness of his initiatives. Other factors were also well-known, with fruitful discussion of the fear of Jacobinism, loyalism and the weakness of the radical movement. Exemplar 2 shows a well-developed use of knowledge as well as analysis and evaluation of each factor, resulting in some interim judgements.

Less successful answers tended to generalise and although relevant, had thinner support for the factors discussed. Weak responses focused on events outside of the given period, including the events of the Peterloo Massacre.

Exemplar 2

'Pitt's Terror' in the 1790s can easily be pointed to as the main reason for radical failure, especially because of its impressive name. However, the inherent weak nature of the ~~reformist~~ radical movement and the majority of the population's aversion to its principles was the most important reason for its failure.

Government policies were ~~very~~ instrumental in limiting the spread of radical ideas e.g. through the 1795 Craggs Act which included the Seditious Meetings Act that ~~made~~ ^{criminalised} radical gatherings without government support, ~~as well~~ that thus prevented the main spread of ideas at public gatherings. The government also worked to control the publication of newspapers, again limiting the dissemination of radical ideas. More importantly, the harshness of government policy, e.g. 200 prosecutions under the Craggs Act and the 1794 suspension of the fundamental legal right habeas corpus created ~~as rather~~ a clear deterrence for potential radicals.

Moreover, the government worked to

detrimental to the movement as it meant no mass power or any pressure could be generated. The support for the movement spanned from Whig aristocrats to provincial nonconformists ~~in~~ ^{separate} ~~the~~ ^{individual} ~~groups~~ that did not hold sufficient individual numbers. A historian, John Bryer, sums up the effect of this as 'their letters, debates, letters and pamphlets did little more than provoke government reaction'. The movement was at a significant disadvantage as there were no other proponents in Parliament, as Fox had been discredited in the early 1790s for his extreme ideas, leading to the fatal split between him and Burke. Thus no significant voice could represent them in parliament.

Most importantly, however, was the majority of the nation's unwillingness to engage. Whilst the majority of the radical movement was birthed in urban industrial areas, the majority of the population still lived in rural agricultural areas and embraced proudly traditional principles of religion and patriotism. ~~Radical~~ ^{Painted} ideas were actively

promoted an against patriotism, and popular propaganda such as Hannah More's 'Village Politics' relied heavily on religious scare-mongering, claiming at one point that ~~radicals~~ radicals would 'account for [their actions] in another place', which ^{could} ~~invoked~~ ^{either} both fear and a feeling of moral superiority. 'Village Politics' sold more than 200,000 copies, which was much more than Paine's 'The Rights of Man'. The emphasis of propaganda as well as the enforcement by many landlords of the traditional expectation of ~~the~~ their labourers' respect and deference meant that ~~was~~ it was impossible for the crucial link between the lower and middle classes to be formed as it had in France. An example of this ^{are} is the Church and King marks as they began organically and were only later subordinated by the government.

Not only did the agricultural classes ~~not~~ refrain from the movement, but many middle-class people as well. The clear ~~a~~ turning point for many was the violence of the 1792 September Massacres and the 1793 regime, which

inspired revolution in Britain's monarchial system.
 This can be seen in how Paine ~~had~~ had to flee to France to maintain his support for the Revolution post-1792 and also in Fox's growing political isolation and exile. The backlash also played into a sense of British superiority used by the national distrust of the French after the American War of Independence. Crucially, though the outbreak of war in 1793 against France meant solidified the necessity for patriotism and opposition to French ideas.

It concludes the most important factor was the British public's values making them ~~less~~ reluctant to accept radical ideas. Government policy, e.g. containing radical ideas, was not entirely ~~as~~ relevant as ~~the~~ the high-profile outbreak of Revolution in 1789 had already created a conformational change in the public's political awareness; ~~as~~ much more significantly, the majority refused to accept the new ideas. Government policy, e.g. actual prosecutions were more targeted towards the small minority of extreme individuals in a defence. ~~Even the public~~

Question 3

- 3* '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? [20]

This was the least popular of the essay questions and answers tended to be much weaker in their approach. Successful answers structured their response thematically around a set of potential aims and were then able to evaluate upholding the balance of power against other factors. These included the maintenance of naval power, defending commercial interests etc. Exemplar 3 shows an effective introduction to this particular answer that establishes a two-sided view. A substantial number of candidates tended to adopt a narrative approach which described foreign policy generally, rather than specific aims and therefore did not analyse the relative importance of aims in any depth.

Exemplar 3

Although it could be argued that Castlereagh's establishment of the Congress system, ~~in 1815~~ after the Congress of Vienna in 1814 is evident for ^{wanting to} maintaining a 'balance of power' with France, Russia, Austria and Prussia it is both Canning's and Castlereagh's handling of foreign policy in South America, Portugal, ~~and~~ Greece and the USA that show that the primary motive of both foreign ministers had been the pursuit of national interest rather than 'upholding the balance of power'.

Supporting you

For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#). If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

activeresults

Review students' exam performance with our free online results analysis tool. Available for GCSE, A Level and Cambridge Nationals.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level*
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

*To find out which reports are available for a specific subject, please visit ocr.org.uk/administration/support-and-tools/active-results/

Find out more at ocr.org.uk/activeresults

CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

www.ocr.org.uk

OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: resources.feedback@ocr.org.uk.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: www.ocr.org.uk/expression-of-interest

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

www.ocr.org.uk/i-want-to/find-resources/

www.ocr.org.uk

OCR Customer Support Centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2019** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



Cambridge
Assessment

