

A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y110/01 Summer 2022 series

Contents

Introduction	3
Paper Y110 series overview	4
Section A overview	5
Question 1	5
Section B overview	8
Question 2*	8
Question 3*	12

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. A selection of candidate answers is also provided. 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 and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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 > Export to** 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).

Paper Y110 series overview

Y110 is one of thirteen units for the revised A Level examination for GCE History. This unit 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.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • considered the provenance of the sources and used relevant contextual knowledge • clearly linked contextual knowledge to the source being discussed to show whether the view of the source was valid or not • reached an overall judgement as to the extent to which the sources supported the view in the question • in answering the essay question, discussed at least two issues in depth • gave supporting detail that was both accurate and relevant to the question set, not just the topic • reached 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 response in their treatment of the sources, with very little consideration of one of the sources • reached a judgement based on their knowledge rather than on the strength of the sources or did not make a judgement at all • showed a poor understanding of the major issues relevant to the essay • were unable to support their response 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 unit examines Peel's financial and economic policies and in particular examines the view that they enjoyed widespread support. 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 awarded 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 Peel's financial and economic policies enjoyed widespread support. [30]

Many 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. Most candidates displayed a well-developed understanding of technique and so understood the need to use both context and provenance, although provenance was sometimes less well developed. Judgement was still an issue though, meaning that many otherwise good responses were capped at the top of Level 4. Judgements must be made on the provenance of the sources and their overall strength in either supporting or challenging the view in the question. Candidates were assessing the strength of evidence in relation to whether Peel's financial and economic policies enjoyed widespread support.

Source A was generally used to support the view in the question by demonstrating that Peel had support for introducing an income tax in his 1842 budget. Many were able to discuss the problems that Peel faced in 1841, notably a growing budget deficit and the desire to reduce duties on raw materials and foodstuffs. The content of the source was generally well-used, with many pointing out the 'mastery over both his friends and his foes'. A few candidates were able to point out that not everyone in the party felt this way though. Provenance was used soundly by most candidates. Some candidates were able to draw on good knowledge of Greville's background to reach a supported evaluation, while others focused on a sound understanding of his role as a political diarist. A few candidates mistakenly believed he was a newspaper journalist however and the evaluation was less effective as a result.

Source B was well-handled. Most candidates used the source to challenge the idea that Peel's reforms were popular. Most candidates had good knowledge of the income tax passed in 1842 and used the details to challenge the points made by Lady Palmerston. Many were also able to discuss the changes to duties and reduction in the sliding scale of the Corn Laws and demonstrate how these were generally and were able to discuss how shopkeepers opposed the income tax. In terms of provenance many candidates called on the partisanship of a source from the wife of an opposing politician while only a few candidates were able to discuss the fact that most Whigs opposed personal taxation.

Source C was again well-handled by most candidates and used to support the idea that Peel's financial and economic policies were popular. They were able to point out Thompson's praise for the measures taken for free trade with many discussing the further cuts to indirect taxes in the 1845 budget, including those to coal and raw cotton. Some were able to discuss Peel's own commercial background too. In terms of provenance virtually all candidates pointed out that as a veteran free-trader Thompson's view could be seen as rather narrow and pointed to the fact that he was addressing an audience in an industrial city and port in the North where free trade might be more popular.

Finally Source D was used to support both views in the question. Many candidates picked up on the fact that the source showed an improvement to financial affairs under Peel and the growth of credit, at least up to 1844. They also discussed the railway boom, with most able to quote the 3,000 miles of track laid by 1852. The source was also used to challenge the premise in the question by discussing the speculation of the period. There was some excellent knowledge demonstrated with candidates using good details from the Bank Charter Act of 1844 as well as the Companies Act and Railway Act of 1844. Provenance was less secure on Source D with many candidates using the idea of hindsight as the major drawback to this particular source. A few pointed out that this was a writer who had good knowledge of the period while a couple knew Johnston's background as a journalist with a social outlook.

Overall judgements tended to be lacking in a number of responses. Candidates did not, on the whole, summarise the strength of the evidence on both arguments based on the provenance of the sources and this is something that will allow them to access the highest levels of the mark scheme.

Exemplar 1 demonstrates a concluding judgement with some evaluation of the strength of provenance. This ensured that the response was placed into Level 5.

Exemplar 1

		To conclude, sources A and B take contrasting stances on the belief that Peel's economic changes received widespread support, as source A believed it showed Peel's ability to fully, passionately support through a "masterpiece", whereas source B insists that Peel's tax changes were not "necessary" and not completely supported. However, whilst source A visibly carries weight, due to the positive impact the income tax had on government revenue, the validity of source B is spurious and limited - coming from a wing, so they are likely carrying a narrow judgement. Sources A and C, however, both agree that Peel's policies were popular, with source C discussing the way free traders felt "gateful" through being able to trade with fewer restrictions, though they are written from contrasting standpoints - source A is from a political diarist, with likely different motivations for supporting the statement. Source D disagrees with the statement, as though to a greater extent than source B, by pointing out the "madness" which Peel failed to acknowledge, contrasting to sources A and C. However, by failing
--	--	--

		to acknowledge the success of Peel's bank charter act in 1844,
		source D is of little weight, unlike source C which is
		strengthened by Britain's economic prof prosperity ^{after} 1844.
		Ultimately, whilst both sources A and C disagree ^{agree} with the
		statement, sources B and D challenge the view that Peel's
		changes were popular, - though they carry less weight than
		A and C.

Assessment for learning



On the source question there must be a judgement on the strength of the sources supporting each argument. This judgement should come on the provenance of the sources not knowledge of the subject. This is crucial to access Levels 5 and 6.

Misconception



Greville in Source A was a political diarist rather than a newspaper journalist as some candidates noted.

Section B overview

Two essays are set, each from a different Key Topic. Here the candidates are asked to examine the reasons for Pitt staying in power during the 1790s. The questions set require candidates to analyse the causes and consequences of major historical issues.

Question 2*

British Government in the Age of Revolution 1783–1832

- 2* 'Whig splits, during the period from 1790 to 1794, were the main reason why Pitt the Younger remained in power in the 1790s.' How far do you agree? [20]

This was a significantly more popular essay and was reasonably well-answered. Most candidates were able to identify a number of reasons why Pitt was able to remain in power in this period. Most candidates were able to discuss Whig splits and had good knowledge of Fox and Burke and their views on the French Revolution. Better candidates were also able to discuss how this led to the Third Party joining Pitt. For alternative views successful candidates demonstrated impressive knowledge of events of the 1790s and were able to focus on his policies such as 'Pitt's terror' and show how this ensured opposition was restrained. Other factors were also well-known, with some discussion of the fear of Jacobinism and loyalism as well as the weakness of the radical movement and Pitt's support from the King. Less successful responses focused almost entirely on events of the 1780s without demonstrating how some of these only bore fruit in the 1790s - for example Pitt's financial and administrative reforms.

Exemplar 2 demonstrates a response, although not perfect, that concentrates on the period in question and analyses three factors before reaching a judgement. This placed the response into Level 6.

Exemplar 2

Q 2)	<p>Pitt the Younger was able to continue dominating politics during the 1790s, having taken over as Prime Minister from 1784. The question at hand debates whether the splits within the Whig party 1790-94 were the sole reason Pitt was able to maintain this dominance, with the term "main reason", meaning this aspect was of greatest significance, with regards to Pitt's political stability. This essay will conclude that whilst the splits within the Whig party were important, other factors such as the division of the radicals and legislation against unrest were more significant in allowing Pitt to continue dominating politics.</p>
	<p>It could be argued that the Whig split in 1790-94 was the main reason which allowed Pitt to dominate ^{remain in power}, as it put the majority of Whigs out of favour with their leader and more likely to follow Pitt. Fox spoke out in support of the French Revolution, describing it to be a 'glorious edifice of liberty', however many aristocratic Whigs turned against this view as violence grew. Having published his denunciation of the Revolution in 'Reflections on the French Revolution in France', Whig Edmund Burke firmly broke his alliance with Fox as the two clearly felt differently towards the events in France. By implication, Fox lost much of the</p>

support of his party, as many Whig aristocrats began to side with F. Burke, leaving him with just 50 MPs - weakened by Pitt's decision to appear democratic by forming a coalition with leading Whigs in 1793. Thus, the Whig split certainly aided Pitt's position, due to its contribution to Fox's decline in power. However, it could be argued that despite losing some party confidence, Fox still had MP's and maintained a reputation as a persuasive speaker, suggesting the split was less significant than ~~put~~ portrayed. Nevertheless, ~~him~~ being the leader of the opposition, to bring just a few political opponents, suggests the split was certainly key to Pitt's ~~dominance~~ ^{political} dominance as he no longer had to face Fox's ~~own~~ popularity as a threat.

On the other hand, a factor seemingly more pressing in allowing for Pitt's continued political dominance was the effective government legislation passed in the 1790s. Deeming the threat of radicalism to be significant, Pitt introduced the suspension of Habeas Corpus in 1795, which led to ~~the~~ ^{numerous} ~~active~~ trial and arrests from active MPs, who feared for the security of their positions. In addition the Treasonable Practices Act of 1795 extended the definition of 'treason' to include speaking and writing, even if no action followed. In turn, writings of influential figures such as Thomas Paine were burned - a popular supporter of the right to rebel - and a climate of fear was created through removing the right to trial, key to Pitt's ^{stability as Prime} ~~domination~~ ^{Minister}. However, Britain was not a police state and many juries were reluctant to convict, believing offences ~~for~~ for the death penalty to be too extreme, showing inconsistencies within the execution of Pitt's legislation in practice. Nevertheless, the fact Pitt's legislation led to the placation of numerous individuals, thought to be provoking

	<p>the radical threat, suggests Pitt's ^{maintenance of power} dominance was achieved primarily through effective legislation, rather than the Whig split.</p>
	<p>In opposition to the statement, it could also be argued that the diversity of the radicals was a more significant factor in ensuring Pitt's political ^{position} dominance, as their failure to unite meant their united front of a threat to counter his power. Although the radical movement was extensive, they could not agree on a single program of reform, as the Society of the Friends of the People was was founded by Aristocratic Whigs and argued for extending the vote. The London Corresponding Society, however, was founded by shoemaker Thomas Hardy and also demanded prison reform and shorter working hours. Thus, it is clear that the organisations would have had opposing interests, as the aristocratic Whigs would likely share differing concerns to the working class due to their opposing backgrounds, making it easier for Pitt to dominate and remain in power. Despite this, the widespread and organised nature of the mass organisations suggest they were in fact a threat to Pitt's power, as the London Corresponding amassed 3,000 members by 1793, showing they were an developing considerable support. Ultimately, the threat of the organisation was still relatively small scale due to their varying aims, suggesting that Pitt was able to remain in power due to their failure to unite, rather than the disputes within the Whig party.</p>
	<p>To conclude, it appears that the Whig splits 1790-94 were not the main reason for Pitt the Younger's ability to remain in power in the 1790s, as other factors proved to be more pressing at the time. The effective legislation brought in by Pitt's government allowed</p>

		any threats to the political order to be efficiently removed,
		causing Pitt to be in a stable position through successful measures.
		Whilst the splits within the Whig party did lead to Fox's decline
		in power, allowing Pitt to secure his position as Prime Minister,
		the threat of radicalism was of greater concern with regard to
		Pitt's stability, so their lack of unity was more significant. Ultimately,
		Whig splits 1790-94 were not the main reason for Pitt the Younger's
		ability to remain in power in the 1790s.

Question 3*

- 3* To what extent was government policy responsible for the unrest during the period from 1815 to 1819? [20]

This was a slightly less-popular essay, although it elicited some excellent responses. Most candidates were able to discuss government policy fruitfully, with excellent knowledge of the Corn Laws, the Game Laws and Liverpool's repressive actions such as the Six Acts. The best responses were also able to discuss the use of spies and the impact on radical groups. For alternative views most candidates pointed to the socio-economic issues of the period, with a focus on soldiers returning from war, unemployment, mechanisation and the role of radicalism and the radical press.

Supporting you

Post-results services

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Keep up-to-date

We send a weekly roundup to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses on the relevant subject page on our [website](#) or visit [OCR professional development](#).

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels 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.

[Find out more](#).

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **/ocrexams**

 **/ocrexams**

 **/company/ocr**

 **/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & 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 2022 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.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.