

GCE 2004
June Series



Mark Scheme

History Alternative P Units 2, 5 and 6 *(Subject Code 5041/6041)*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA
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Dr. Michael Cresswell Director General

CRITERIA FOR MARKING GCE HISTORY:**AS and A2 EXAMINATION PAPERS****General Guidance for Examiners****A: INTRODUCTION**

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The revised specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the new specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives and across all the specifications offered by the Board.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS**Level 1:**

The answer is excessively generalised and undiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and undiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:***Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:*Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristics: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:*Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

D: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification

Alternative P: Britain, 1714-1802**AS Unit 2: Early Georgian Britain, 1714-1748****Question 1**

- (a) Use **Source B** and your own knowledge.

Explain briefly what was meant by “the Septennial Act” in the context of British politics between 1714 and 1720. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. understands that the term refers to the extension of the maximum life of a parliament from three to seven years. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, for example may refer to the desire of the Whig government to preserve its tenure of power by reducing the frequency of elections; the need to reduce opportunities for Jacobite propaganda; the need for a ‘breathing space’ after the political turmoil of the immediate past; or may refer to some of the consequences, such as the increased costs of securing parliamentary seats in elections. Allow reference to Stanhope’s offer to repeal the Septennial Act in return for the passage of the Peerage Bill. **2-3**

- (b) Use **Source A** and your own knowledge.

Explain how useful **Source A** is as evidence about the suitability of George I for the role of English monarch. (7 marks)

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

Target: AO1.2, AO2

- L1: Basic evaluation of the utility/reliability of the source either from own knowledge or based on provenance, e.g. relies on description of the contents of the source, or makes very general comment about usefulness, possibly based on provenance. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. should mention George’s lack of ambition (both political and financial), his concerns about the legitimacy of his position as King of England, and his lack of understanding of the English language and customs. At least some reference should be made to omissions from the source,

e.g. George's frequent trips to Hanover, his disillusionment with the English parliamentary system and the fact that the author was writing about the first part of the reign only. **3-5**

L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. shows awareness of the limitations of primary sources, contrasted with the author's position as the wife of a close court official. Clear reference should be made to omissions and their impact on source value. **6-7**

(c) Use **Sources A, B** and **C** and your own knowledge.

“The Whigs had succeeded in establishing political stability by 1720.”

Explain why you agree or disagree with this statement. **(15 marks)**

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based on *either* own knowledge *or* sources. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

From Source A candidates should refer to the relatively pliant, co-operative nature of George I as indicative of Whig success; mention may also be made of the Septennial Act, referred to obliquely in Source B. However from Source C candidates should point out the failure to secure the passage of the Peerage Bill (despite the efforts of Stanhope, described in Source B), and the serious divisions that had emerged within the Whig government by 1719. From their own knowledge, candidates may also refer to the measures against Jacobitism and the purging of the county magistracy as evidence of Whig successes in reducing the influence of their opponents, and may also comment that the emergence of an unofficial opposition within the Whig party was actually beneficial to long-term Whig domination because it provided a more effective focus of opposition than did the Tory party. On the negative side, candidates may refer to the outbreak of the South Sea Company Crisis in 1720. At lower levels, responses will tend to be mainly extraction from the sources, with limited clear application to the terms of the question, or narrative based on the main events of the period. At level 3, candidates will focus more clearly on the terms of the question, but may well be unable to extract valid information from all extracts, or may give inappropriate emphasis to one part of the issue (i.e. the struggle over the Peerage Bill). At higher levels, candidates should produce balanced responses ranging across the issues.

Question 2

- (a) Comment on “mercantile self-interest” in the context of the background to the War of Jenkins’ Ear. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. points out that British merchants normally used their political influence primarily to serve their own interests. 1
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. may point out that mercantile interests often coincided with the expansionist ambitions of some politicians, or may give some examples of the development of mercantile interests in Latin America and the West Indies, particularly with reference to stealing trade from the Spanish colonies and the outbreak of the War of Jenkins’ Ear. 2-3

- (b) Explain why Britain became involved in war with France in 1743. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. by pointing out that mercantile/colonial ambitions played a role in the outbreak of war. 1-2
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. shows knowledge of the outbreak of the War of Austrian Succession and Britain’s commitments to Austria, the threat to Hanover from France,

growing colonial rivalry between France and Britain, and the threat to the balance of power posed by an increasingly powerful France. **3-5**

L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. should point out that Walpole had tried to avoid war with France, that pressure for war was influenced by both mercantile and political considerations, and also that George II was more concerned about Hanoverian than British interests. Better candidates may refer to the 30 year old alliance ('marriage of convenience') between Britain and France as both had sought time to recover from the War of Spanish Succession, which was increasingly regarded as an encumbrance by both sides. **6-7**

(c) Was Walpole's lack of enthusiasm for war with Spain the main reason for his fall from office in 1742? Explain your answer. **(15 marks)**

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Walpole's long tenure of office was in part built on a careful management of finance, avoiding the strains which an expensive war policy would put upon it. He also wanted to preserve the split between France and Spain, and to that end hoped to resolve the trading issues with Spain amicably. He therefore accepted war with Spain only reluctantly in 1739, and showed limited skill and commitment, hoping to avoid the extension of war to involve France. The 1741 election saw a significant erosion of Walpole's support, mainly due to the influence of the Prince of Wales, and Walpole was then forced to defend George II and his

treaty with France protecting Hanoverian interests. A series of Commons defeats followed, with Walpole resigning in February 1742. Candidates should assess the impact of foreign policy issues in the period approaching 1742, contrasting these with more long-term issues, such as the build-up of opposition amongst the ‘patriot’ politicians to Walpole’s widespread use of patronage and corruption, and the mercantile and commercial interests who wanted to exploit Spain’s American colonies. At lower levels candidates may supply narrative responses focused either on the later years of Walpole’s career or (less likely) on the war with Spain. At Level 3, candidates will show knowledge of some factors, but may lack appropriate balance or may cover a wide range of issues in inappropriate depth. At higher levels, candidates should show awareness of a range of significant developments in the 10 years leading to 1742, which eroded Walpole’s position (e.g. growing opposition after the failure of the Excise Scheme, the deaths of Queen Caroline and Walpole’s second wife, the rise of a formidable Whig opposition group centred on the Prince of Wales, etc.).

Question 3

- (a) Comment on “flying shuttle” in the context of developments in the textile industries in the early eighteenth century. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. points out that this invention applied to the weaving process, and/or involved an increase in speed. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. may point out the nature of changes made by the flying shuttle, or its impact on other aspects of the textile process. **2-3**

- (b) Explain why growth and development occurred in the textile industries in the years 1714-1748. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue, e.g. by pointing out the impact of the flying shuttle. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. shows knowledge of technological developments such as the flying shuttle and Lewis Paul’s spinning machine, demographic factors such as the general population rise the impact of developments in other areas of the economy such as the increased availability of agricultural produce or the impact of various legislation such as the Calico Act of 1721. Candidates may well point out that growth in cotton was at a higher rate than in the woollen industry. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. may well refer to industries other than cotton and wool, e.g. silk, with reference to Thomas Lombe’s successful factory at Derby, built in 1719. **6-7**

- (c) Explain the importance of developments in the textile industries, in relation to other factors, in stimulating British economic expansion in the early eighteenth century.
(15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
Or
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

There was definite, if somewhat limited, progress in the textile industries at this time, though it is debatable whether this was the major stimulus for broader economic growth. Candidates may also refer to developments in agriculture and the iron industry, and may make a case that either was more important than the textile industries for British economic growth, or may claim that all three areas made a significant, though not necessarily balanced contribution to economic development. Candidates may also make reference to wider factors such as: the general population rise; the growth of an entrepreneurial spirit within Britain; the stimulus provided by colonial trade and the wider availability of finance as a result of increased agricultural prosperity, all of which contributed to some degree to development at this time. At lower levels, candidates may well present bland, assertive responses, concentrating largely on the textile industries. At Level 3 there should be some attempt to see textile development in the wider context of British economic development. At higher levels candidates should be able to establish links between specific industries and the broader reasons for economic progress.

Alternative P: Britain, 1714-1802**A2 Unit 5: Britain, 1748-1802****Question 1**

- (a) Use **Sources A** and **B** and your own knowledge.

To what extent do these sources differ about the reasons for the British defeat at Saratoga? (10 marks)

Target: AO1.1, AO1.2

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

Indicative content

Source A focuses on the immediate circumstances prior to the battle, mentioning the demoralizing weather, the poor organization of supplies, extreme hunger and the fact that Burgoyne's judgement was influenced by his personal circumstances (tiredness). Source B deals with less immediate factors such as Germain's inefficiency and failure to communicate clearly with both Howe and Burgoyne, the nature of the terrain and the folly of attempting to organize a campaign in such circumstances from a distance. More able candidates should notice that Source A is, at least by implication, critical of Burgoyne, whilst Source B takes a more favourable view. Both sources refer to 'difficulties of climate' and there is also implicit agreement on mismanagement. Narrative/summary responses should proceed no higher than the top of Level 2. For Level 3, there should be some attempt to identify clear differences. For Level 4 and above look for comment on the difference between immediate/long term factors.

- (b) Use **Sources A, B and C** and your own knowledge.

“Generals, rather than politicians, were responsible for the loss of the American colonies.”

How valid is this view of Britain’s defeat in the American War of Independence?

(20 marks)

Target AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***
 Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or***
 Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

This is a synoptic question and candidates responses should be rewarded for the range of factors covered. Source A suggests that the immediate circumstances, such as the inclement weather and administrative inefficiency, played a significant role in the defeat at Saratoga, thus placing the balance of responsibility with the generals. Source B suggests that the incompetence of the Colonial Secretary was primarily responsible for the defeat at Saratoga. Source C clearly argues that the loss of the colonies was the result of a long-term failure to appreciate political realities with regard to the American colonies.

From their own knowledge candidates might well supply examples of military, naval and/or political blunders during the war which contributed significantly to the outcome. On the other hand they might refer to the failure of British politicians to handle, or even understand, the long-standing desire for greater political freedom by the colonists. The resulting struggle

over taxation and representation, mishandled by the British politicians, caused a determination amongst the colonists which arguably meant that the colonies would inevitably secure independence.

For Level 1 expect either a narrative description or generalized assessment. Level 2 responses will feature narrative with some basic assessment, usually in the form of a conclusion or a succinct, limited assessment. For Level 3 and above, analysis meeting the demands of the question supported by factual evidence is necessary. At Level 3 candidates should clearly deal with generals and politicians, but their coverage of each area may well lack balance. For Level 4 and above look for a wide-ranging response, addressing both long-term and short-term factors, and reaching a supported judgement.

Section B

Questions 2-8 are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (without reference to sources)

Target: AO1.1, AO1.2, AO2

L1: *Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly, narrative.

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-6**

L2: *Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Question 2

To what extent did Britain's gains by the end of the Seven Years' War in 1763 fulfil her objectives upon entering the war? (20 marks)

Use standard mark schemes for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 **L2: 7-11** **L3: 12-15** **L4: 16-18** **L5: 19-20**

Indicative content

Candidates should show knowledge of the various reasons for British involvement in the Seven Years' War and the extent to which these objectives were achieved. Candidates should mention colonial and mercantile ambitions in both India and Canada. British concerns to preserve a balance of power in Europe, to limit the advance of French power and to safeguard Hanoverian interests, should also be mentioned. The Treaty of Paris saw substantial British colonial gains in Canada and India, mainly at the expense of France, though Pitt claimed that French retention of Newfoundland fishing rights and the sugar island of Guadeloupe were of greater significance than what she had surrendered. In spite of the desertion of Prussia through this treaty, Hanoverian interests and the balance of power were not threatened in the long term. At Level 1 candidates may offer weak narrative which is excessively generalized. At Level 2 candidates will show knowledge with insufficient focus on the question, or will focus on the question with limited factual substance. At Level 3 the understanding of the demands of the question will be obvious, and clear distinction will be made between commercial and political aims. At Level 4 evaluation of the extent to which the outcome of the war matched the objectives will be demonstrated, though judgement may be partial. Level 5 responses will be argument-led, clearly and consistently evaluating the extent to which the outcome matched original British aims.

Question 3

“The political instability of the 1760s was more a product of the actions of over-ambitious politicians than of the King’s attempt to take control.”

How valid is this assessment of the first ten years of the reign of George III? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates should show knowledge both of the role of George III and the aims and actions of leading politicians. George sought to rule Britain in a more direct manner than previous Hanoverian monarchs; he aimed to end the domination of Whig elites and to free himself from party control, but was clearly inexperienced in matters of government. On the other hand, the existence of powerful Whig families, the pandering of ambitious politicians to the king’s perceived opinion, the absence of outstanding politicians and the sheer incompetence of politicians like Bute suggest that the politicians were largely to blame. Candidates may well refer to historiography in their responses; whilst credit should indeed be given for such knowledge, care should be taken to ensure that this material is clearly used to address the question. Level 1 answers will tend to be generalized assertions. Level 2 responses will show some substance, but will lack sufficient focus on the question, or will raise a range of points without real support. Level 3 responses will have greater focus and will address both sides of the issue, but will lack balance or depth. Level 4 responses will provide a clear evaluation of the various factors. Level 5 responses will sustain an argument showing good evidence, balance and judgement.

Question 4

To what extent was the American War of Independence caused by political, rather than economic, tensions between the British governments and the American colonists? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates are expected to examine the political and economic factors leading to the War of American Independence. Political factors may include the growing desire amongst the colonists for some degree of self-government and the determination demonstrated by successive British governments to maintain full control over colonial affairs, demonstrated in measures such as the Quartering Act, the Declaratory Act and the retention of the duty on tea

in 1770. Economic factors include the determination of the colonists to avoid ‘taxation without representation’, the similar determination of British governments to ensure that the colonists made some financial contribution after 1763 to the costs of their defence during the Seven Years’ War, and to the continuing expenses of government policy in the colonies; measures such as the Sugar Act, the Stamp Act and Townsend’s duties were all part of this policy. There is undoubted overlap between political and economic factors, but candidates should be capable of some attempt at discrimination. At lower levels expect narrative responses with little clear discrimination between political and economic factors. Level 3 responses should demonstrate discrimination, but may lack balance. At higher levels, look for a coherent and balanced assessment of the various factors.

Question 5

“The extra-parliamentary reform movements inspired by Wilkes and Wyvill promised much at first, but had achieved little by 1783.”

Discuss the validity of this statement.

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates should examine the objectives of Wilkes and Wyvill (to 1783) and then make some attempt to assess their impact. Wilkes’s objectives centred on freedom of speech and the rights of parliamentary electors, though circumstances also drew him into the debate on the legitimacy of general warrants. His critics, both then and later, would argue that he was also motivated by self-interest and self-glorification. Wyvill’s motives were less open to the charge of self-interest, and mainly revolved around a desire to increase the power and independence of the Commons through more frequent elections and increased county representation, and a desire to see a reduction in government expenditure. Assessment of Wilkes’s achievements involves the article in ‘North Briton no. 45’, the subsequent campaign against the use of general warrants, the Middlesex elections of 1768 and his later attempts to ensure the publication of parliamentary debates; success was limited and qualified, and arguably Wilkes’s main contribution was to establish a radical tradition which others were to build on. Wyvill established the Yorkshire Association, and encouraged the wider establishment of county associations; he had some impact on Rockingham and Pitt, but this produced little in the way of tangible results. At lower levels, responses will be narrative, and may well focus on Wilkes only. Level 3 responses will cover the objectives and achievements of both men, but will lack balance. For higher levels, look for a balanced assessment of the impact of both men.

Question 6

Assess the impact of improvements in road and canal transport on economic and social life between 1748 and 1802. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates will need to be conversant with the main developments in road and canal transport during this period. With roads, reference should be made to measures like the Broad Wheel Act, the substantial rise in the number of turnpike trusts and the broad movement towards the employment of road engineers like John Metcalfe. With canals, mention should be made of the engineering techniques of Brindley (in connection with the Bridgewater canal) and the fact that this inspired the ‘canal mania’ of 1791-1794. The impact on economic life can be seen in terms of stage-coaches and mail-coaches (roads), and improved industrial transportation (canals). The main social impact was improved opportunities for individuals to travel reasonable distances. At Level 1 and Level 2, responses will tend to be mainly narrative. At Level 3 look for wide coverage, perhaps lacking in balance. At higher levels look for a balanced perspective of impact, which recognizes that the main changes were yet to come.

Question 7

“Lord North was an excellent Prime Minister, with substantial achievements in financial, Irish and foreign affairs.”

Assess the validity of this view. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates will be expected to examine North’s achievements in the financial, Irish and foreign spheres. In finance, continuing his work as Chancellor of the Exchequer from 1767, he attempted to build up a budget surplus, and avoided increases in the land tax, establishing an approach which Pitt the Younger was to follow with some considerable success later. In Irish affairs, his trade concessions of 1779 brought him some popularity in Ireland and played a major role in avoiding Irish agitation at a difficult time. On the foreign front, he handled the Falklands crisis with Spain in a decisive and successful manner. Candidates may well contrast these achievements with failings in the colonial sphere, notably his role in the loss of

the American colonies; whilst such observations are valid, care should be taken not to over-reward candidates whose main emphasis falls on colonial issues. At lower levels, responses may well focus primarily on American issues, or be predominantly narrative. Level 3 responses will cover all areas identified in the question, but may lack balance. At higher levels look for a balanced appreciation of the role of a sometimes under-appreciated Prime Minister.

Question 8

How valid is the view that Pitt the Younger's handling of the war effort against France between 1793 and 1802 was both costly and ineffective? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 **L2: 7-11** **L3: 12-15** **L4: 16-18** **L5: 19-20**

Indicative content

Candidates should deal with both the costliness and effectiveness of the war effort during this period. On the issue of cost, candidates should refer to the rises in taxation, to the introduction of income tax for the first time, and to the large amounts of money distributed in subsidies of dubious value to Britain's continental allies ('Pitt's gold'). On the issue of effectiveness, candidates should make an appraisal of Pitt's handling of the war. Against Pitt, it can be argued that his strategic grasp was limited, and that he spent too much time and effort attacking French West Indian islands when he ought to have concentrated on the continental struggle. Also, expeditions to Toulon and the Vendee failed miserably, Pitt's loyalty to Dundas after 1794 was misplaced, and he relied too heavily on weak continental allies, wasting money in subsidies to them. On the positive side, Britain's colonial gains were to bring important long-term benefits, and subsidies were relatively limited in Pitt's time compared to post-1810. The British army was not suitable for long-term continental conflict, and the huge sums spent on the navy did produce considerable success (e.g. victories at Camperdown and Aboukir Bay). Although peace was not to come until Addington's time, Pitt had made a number of attempts at peace, which floundered largely because of French intransigence. Lower level responses will tend to be mainly narrative. Level 3 responses will attempt to address both aspects of the question, but may lack appropriate balance. At higher levels look for responses which clearly assess Pitt's contribution to the war effort in the context of the financial, military and naval circumstances of the time.

Alternative P: Britain 1714-1802**A2 Unit 6: Politics and Patronage in the Later Years of George II, 1748-1760****Question 1**

- (a) Study **Source A** and use your own knowledge.

How valid is this interpretation of the reasons for Pitt's political position by the early 1750s? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract and the interpretation it contains. 1-2
- L2: Demonstrates understanding of the interpretation and relates to own knowledge. 3-5
- L3: As L2, and evaluation of the interpretation is partial. 6-8
- L4: Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well supported judgement on its validity. 9-10

Indicative content

From the extract candidates should conclude that Pitt was an isolated political figure by c1754. Various reasons are advanced for this: ill-health (gout), political instability/unreliability, and his refusal either to cultivate a following of MPs or to take advantage of his connections with important and established political families like Grenvilles. This interpretation places responsibility for his isolation firmly with Pitt himself. From their own knowledge, candidates may support this view or advance the view that Pitt was the victim of royal displeasure, George II loathed him, and/or the machinations of rival politicians anxious to ingratiate themselves with the King.

(b) Study **Source B** and use your own knowledge.

How useful is **Source B** as evidence about attitudes towards the role of Opposition at this time? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract in relation to the issue presented in the question. **1-2**
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

Indicative content

From the extract candidates should conclude that the Duke of Newcastle objected to the principle of opposing the King's government, but felt that there was little alternative because of the measures pursued by the present government and the character of its members. In an attempt to attribute noble motives to his actions, Newcastle advocated a policy not of outright and indiscriminate opposition, but one of selective opposition on the basis of particular issues. From their own knowledge, candidates may well attribute less noble motives to Newcastle, such as jealousy, bitterness and ambition. Candidates may well point out that the source reflects Newcastle's views immediately after losing office and also at a time when Britain was involved in war with France, and therefore may not be truly reflective of his long-term position. Candidates may also point out that Newcastle may, for his own purposes, have been attempting to portray himself in a reasonable light to Hardwicke.

- (c) Study **Sources A, B and C** and use your own knowledge.

“Opposition from George II was the main obstacle Pitt faced in his attempt to secure and consolidate power in 1756 and 1757.”

Assess the validity of this statement.

(20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly or wholly narrative. **1-6**
- L2: ***Either***
 Demonstrates by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***
 Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

Candidates will essentially be dealing with the Pitt-Devonshire Ministry, which lasted from December 1756 to April 1757. They should be able to extract various points from the sources, developing and/or challenging these from their own knowledge. Source A demonstrates the long-standing reputation of Pitt as a controversial and unreliable politician, with some reference to his poor relations with the Crown. Source B refers to the continuing, if principled, opposition from the Duke of Newcastle (from own knowledge, candidates may point out how Newcastle publicly urged co-operation with the government, but privately allowed discontented politicians to gather at his residence). Source C deals with Pitt's ultimately futile attempts to win royal support, compromising his own policies on giving support to Hanover and Prussia, and thus to some extent alienating his own 'Country' supporters. Source C also contains reference to the Admiral Byng incident, where Pitt gave initial support to Byng but ultimately failed to prevent his execution, thus losing support from

both sides. From their own knowledge candidates may refer to the narrow base of support which the ministry enjoyed (mainly the Leicester House connection and the Tories), and the resolute dislike of George II for a Prime Minister whom he had only accepted with extreme reluctance.