



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCE

## History

### Alternative P

## Units 2, 5 and 6

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

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**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 indiscriminating 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 indiscriminating 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

**June 2003**

**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 is meant by “royal patronage”, in the context of British politics between 1722 and 1742. (3 marks)

*Target: AO1.1, AO2*

- L1: Basic explanation of the term using the source, e.g. understands that the term refers to the crown’s influence over MPs. 1
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. comments on the way in which patronage was applied, or its value to both the King and leading ministers, or the effect which it had on the conduct of parliamentary business. 2-3

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

Explain how useful Source A is as evidence about the tactics used by Walpole to influence the Crown at this time. (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 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 Walpole’s influence over the Queen, or his awareness that gradual persuasion ‘step by step’ was more likely to succeed than a more direct approach. 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 Walpole/Hervey’s obvious contempt for George II’s willpower. Should use own knowledge to refer to some of Walpole’s

tactics not referred to in the source, e.g. his growing control of parliamentary opinion through the use of patronage. **6-7**

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

“Control of patronage was the main factor enabling Walpole to remain in power for so long.”

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 the 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* own knowledge, implicit understanding of the relevant issues. These answers, while relevant will lack both range and depth and contain some assertion. **5-8**

- L3: Is able to demonstrate, by relevant selection of material, *both* from source *and* 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* own knowledge, explicit understanding of the demands 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**

Extract A refers to Walpole’s determination to influence the King through the Queen. Extract B points out the importance of the monarch as the man who appointed and dismissed ministers, and the emphasis Walpole placed on securing and retaining royal favour. Extract C points out the value of lesser office to minor politicians, but also the limited value of patronage to senior politicians like Walpole: the percentage of placemen in any parliament was limited, and there was no guarantee that placemen would always do as required. From their own knowledge, candidates should be able to refer to other factors contributing to Walpole’s long tenure of office: the weakness and indifference of the opposition to Walpole, the lack of an outstanding opposition leader, the use of Anglican bishops such as Gibson, the

support of the Duke of Newcastle (with his considerable power of patronage). Walpole's skill in avoiding war and thus maintaining a low Land Tax, and Walpole's willingness to drop contentious issues (such as the Excise Bill of 1733). L1 and L2 answers will tend to be either vague and generalised, or based on extensive literal paraphrase of the sources. At L3, the answer will provide an explanation, though perhaps lacking in depth and/or balance, and may well have excessive emphasis on the importance of royal patronage. L4 answers will provide a range of reasons, drawing extensively both on the sources and own knowledge. L5 answers will integrate their own knowledge with well-chosen source-evidence, supporting a clearly formulated judgement of the issues, with good balance between 'royal support' and other factors.

## Question 2

- (a) Comment on "the Elector of Hanover" in the context of British foreign policy 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 Hanover was an electorate (small state) in North Germany. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. may point out that George I was germanic in terms of language and outlook, and tended to put considerable emphasis on Hanoverian interests. **2-3**

- (b) Explain how British foreign policy responded to the interests of Hanover between 1714 and 1721. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue through general and unsupported statements, e.g. by pointing out the fact that Hanoverian interests caused British involvement in the later stages of the Great Northern War. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. shows knowledge of Hanoverian desire to obtain Bremen and Werden, and the effects of the Russian invasion of Mecklenburg on the security of Hanover, pointing out how both policies could also be linked, albeit at times in a somewhat strained fashion, to British interests. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, making links or draws conclusions in order to provide an explanation; should point out that serving Hanoverian interests did not mean sacrificing British interests, with the two often very compatible. Some element of judgement should be evident, however, on the extent to which either Hanoverian or British interests prevailed. **6-7**

- (c) With what success was Lord Stanhope able to defend British interests between 1714 and 1721? (15 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation 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 issues.
- Or***  
Demonstrates, by relevant selection of material, implicit understanding of a wider range of 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 or 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 an important need for calm and stability at this time because of the unsettling effects of the Utrecht Settlement and the dynastic changes in Britain and Spain. Stanhope worked hard to establish or revive alliances with the Netherlands, France and Austria. The alliances with the Netherlands and France lasted throughout this period and beyond, enabling Stanhope to deal effectively with Spanish aggression in the Mediterranean. Relations with Austria were less durable because of Austrian ambitions in Italy, and by 1721 Britain had joined with France and Spain in the Treaty of Madrid. Hanoverian interests threatened to draw Britain into the Great Northern War, but Stanhope secured a diplomatic solution with the isolation of Russia. L1 and L2 responses will be very generalised, or at best providing an uncritical and descriptive answer with some detail. At L3 and above, look for some awareness of the limitations of Stanhope's policies. At L4 and L5 there will be a clear assessment made of the aims and achievements of Stanhope's policies, using selected specific evidence to gauge the extent of success.

**Question 3**

- (a) Comment on “the methods of coking” in the context of the growth of the iron industry 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. coke came to be used as a fuel in smelting iron. 1
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. demonstrating understanding of coke smelting in the development of the iron industry, and the roles played by Abraham Darby (father and son) in this process. 2-3

- (b) Explain the reasons for the development of British industry between 1714 and 1748. (7 marks)

*Target: AO1.1., AO2*

- L1: Demonstrates implicit understanding of the issue through general and unsupported statements, e.g. reference to population increase at this time. 1-2
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. shows awareness of the factors which specifically stimulated developments in iron and textiles at this time (i.e. the impact of the 1721 legislation banning the wearing of imported cotton cloth, the comparatively high cost of woollen goods, the growing need for iron in machinery). 3-5
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, making links or draws conclusions in order to provide an explanation, e.g. links general factors such as population rise with specific factors such as technological developments (coke-smelting process, Flying Shuttle). Should be able to appreciate the inter-relationship between different developing industries at this time. 6-7

- (c) How much progress had been made in industry and agriculture in Britain between 1714 and 1748? (15 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation 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 issues.

**Or**

Demonstrates, by relevant selection of material, implicit understanding of a wider range of 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 or 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**

Candidates will most likely argue that little real progress had been made in either area, but more astute and knowledgeable candidates should be able to point out that there was some distinct progress in specific parts of the country. The period was one of definite development, slower than was to be the case in later years but greater than in the seventeenth century. Greatest changes occurred in agriculture, with the introduction of new techniques and inventions, but there was some progress in textiles and, despite the secrecy that surrounded Coalbrookdale, even in iron. Reference should be made to Jethro Tull's contributions to agriculture, the slow but steady growth of cotton within the textile industries, and the progress within the iron industry towards solving problems caused by the shortage of charcoal.

L1 answers will probably assert that little real progress had been made, with very limited factual content. At L3, expect candidates to present a balanced response, covering industry and agriculture. At L4 and L5, there will be a clear assessment made of the extent of progress during this period, using selected specific evidence to support their argument.

**June 2003**

**Alternative P: Britain, 1714-1802**

**A2 Unit 5: Britain, 1748-1802**

**Question 1**

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

To what extent do these sources differ in their assessment of the character and abilities of George III? *(10 marks)*

*Target: AO1.2, AO2*

- 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 is broadly critical of George. His character was portrayed as jealous, with a determination and ambition to destroy the powers of ministers and increase the power of the Crown. His use of 'britishness' reflected a degree of both skill and duplicity, but he did demonstrate some energy in pursuit of his objectives. Source B regards George in a more sympathetic light. Although not highly talented, he possessed a dedication to duty and had had an education which was wide, if not particularly practical. Lacking worldly knowledge, he nevertheless had some ability, including an understanding of the workings of government, albeit with an element of paranoia. There is the suggestion at the beginning of the extract that George's character and abilities might have been sufficient to ensure an untroubled reign had it not been for the 'political jungle' that he faced at that time.

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

“George III’s problems were the result not only of his personal limitations, but of the political circumstances of the time.”

Assess the validity of this comment, with reference to the period 1760 to 1782.

(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. These are specified in the following coverage of sources and material.

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 in 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 had to take their share of the blame. George also suffered in that he inherited a situation of growing tension between Britain and her North American colonies.

Source A clearly suggest that George's problems stemmed largely from his unreasonable ambitions and the way in which he pursued these. Source B also places the blame with George, though attributing some responsibility to unnamed politicians. Source C, whilst conceding that George's actions might have caused some resistance, places the blame with opposition politicians who, in the absence of the focal point of an heir-apparent, centred their opposition to the crown around a perceived constitutional dispute.

### Essay questions (onwards)

These questions are synoptic in nature and the rewarding of candidates 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 each 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***

Answers 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 almost to 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**

“Commercial ambitions rather than political or diplomatic considerations, were the main reasons for British involvement in the Seven Years’ War.”

Assess the validity of this view.

(20 marks)

*Target: AO1.1, AO1.2, AO2*

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 of the commercial, political and diplomatic reasons for British involvement in the war. On commercial issues, reference should be made to colonial and mercantile ambitions to both India and Canada, and to the importance of the West Indies to the British economy. On political issues, reference should be made to British concerns to preserve a balance of power in Europe, to limit the advance of French power, and to safeguard Hanover. On diplomatic issues, reference should be made to the Diplomatic Revolution, Britain’s role in this via the Convention of Westminster (January 1756), and the subsequent Convention of Versailles between France and Austria. The French attack on Minorca was the immediate reason for the declaration of war by Britain, whilst primarily connected to French power in Europe, the issue had colonial implications because the movement of increased naval resources into the Mediterranean would leave the West Indies more vulnerable to attack. At lower levels, responses will be predominantly narrative, with minimal discrimination between the different areas. At L3, look for some attempt to identify commercial, political and diplomatic factors, but the responses may well lack balance and focus. At higher levels, look for balanced and precise responses.

**Question 3**

Assess the contribution of John Wilkes to the pressure for political reform, both inside and outside Parliament, in the 1760s and 1770s.

(20 marks)

*Target: AO1.1, AO1.2, AO2*

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**

Wilkes appeared on the political scene and his article denouncing the Treaty of Paris in 'North Briton No. 45'. Released from prison because of parliamentary privilege, he fled to Paris and in his absence was convicted of seditious libel and blasphemy. On returning to Britain in 1768, he secured election for Middlesex, but was ejected and, after being thrice re-elected, saw the seat given by parliament to Henry Luttrell. Wilkes continued to campaign for freedom of speech from outside parliament, in 1771 organising the popular campaign to defeat parliament's attempt to curb the reporting of debates by arresting printers for breach of privilege. On the whole, Wilkes was more impressive as a journalist than as a parliamentary debater, but his impact was increased by the popular resentment of Bute and other ministerial appointments by George III. At lower levels, responses will tend to consist of fragmented narratives of Wilkes' career; at L3, candidates would be expected to mention Wilkes impact both within parliament and amongst the public, though responses may lack balance; at higher levels, look for recognition that impact was as much due to the circumstances of the time as to Wilkes personal contribution.

**Question 4**

Assess the validity of the view that the taxation policies of British governments, rather than the political ambitions of the colonists, were mainly responsible for the outbreak of the War of American Independence. (20 marks)

*Target: AO1.1, AO1.2, AO2*

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**

The colonists' ambitions for greater influence over their own affairs had developed during the eighteenth century, intensified by grievances which stemmed from the basic belief by British politicians that the colonies existed as a convenience for British commercial interests. The removal of the French Threat at the end of the Seven Years' War made them less willing to tolerate British domination. Legislation such as the Navigation Laws had for years implemented the belief to the detriment of colonial interests (although the colonists had benefited from access to the British market). The problem was exacerbated by the cost of the Seven Years' War to the British government, and their determination to make the colonists contribute to their own defence through the Stamp Act (1765) and Townsend's duties (1767). The British government failed to understand the view of the colonists that there should be no taxation by the British government without a greater degree of political representation. When forced to back down in the face of strong resistance from the colonists, the British government continued to demonstrate insensitivity to colonial sentiments through the Declaratory Act and the retention of the duty on tea (1770). At lower levels, responses will be predominantly narrative, and will fail to allocate responsibility. At L3, responses will examine the responsibility of both colonists and government, but may well lack balance. At higher levels, responses will show both range and depth.

**Question 5**

To what extent were the failings of the Established Church, rather than the role of John Wesley, responsible for the emergence of Methodism between 1748 and 1802?  
(20 marks)

*Target: AO1.1, AO1.2, AO2*

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 failings of the Established Church, and the contribution of John Wesley. In the former case, mention might be made of the close links between the church hierarchy and the secular Whig establishment, lay patronage, weak archbishops of Canterbury after 1737, and the Church's failure to establish a presence in the growing industrial towns. In the latter case, mention might be made of Wesley's energy and personal impact, his commitment to the rapidly growing industrial areas, the social message and the appeal of the Methodist 'class' system. At L1 answers will yield generalised comment or inadequate knowledge. L2 answers may well be predominantly narrative, but lack good focus. L3 responses will tackle both aspects of the debate, but may lack depth or balance. L4 responses will show good supporting evidence. At L5, answers will reflect good evidence, balance and judgement.

**Question 6**

"British defeat in the War of American Independence was due more to the limitations of the British war effort than to the abilities of her various opponents."  
Discuss the validity of this view. (20 marks)

*Target: AO1.1, AO1.2, AO2*

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 awareness of the limitations of the British military campaign in North America. Reference should be made to the limited communication British generals, such as Howe and Burgoyne, the failure to make allowances for climate and terrain, and general inefficiency. Also, candidates should refer to the lack of clear communication between politicians and generals (e.g. between Colonial Secretary Germain and General

Howe prior to Saratoga). All this should be contrasted with the contribution made by colonial military leaders (notably Washington), the contribution from France and Spain, and the co-ordination between colonial and foreign forces (best illustrated in the campaign leading to the surrender of Cornwallis at Yorktown). L1 and L2 responses are likely to be mainly narrative, possibly dealing almost exclusively with British failings. At L3, both aspects of the issue will be addressed, but there may be a lack of balance. At higher levels, candidates will demonstrate genuine perception of the major factors.

### Question 7

“Lord North’s main area of contribution to British political life was in the financial sphere, rather than in foreign or colonial issues.”

How valid is this view?

(20 marks)

*Target: AO1.1, AO1.2, AO2*

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 would be expected to be aware of North’s role both as Chancellor of the Exchequer from 1767, initially under Chatham, and as Prime Minister. Widely regarded as possessing a flair for finance, North’s ideas provided the basis for Pitt the Younger’s later reforms (i.e. his attempt to build up a budget surplus, whilst trying to avoid increases in the land tax). Candidates should contrast North’s achievements here with his handling of the Falklands crisis, India and the Regulating Act, Canada and the Quebec Act, and, not least of all, the problems with the American colonists. There will be a tendency for candidates to dwell on the American crisis; whilst this is not necessarily inappropriate, care should be taken not to over-reward responses which effectively transform the essay into a study of the American crisis. At lower levels, there will be predominantly narrative responses, focussed mainly on the American colonies. At L3, responses will be more wide-ranging, but may still focus primarily on the American war. At higher levels, look for a genuine attempt to produce a balanced assessment of all relevant issues.

### Question 8

“An efficient administrator rather than an innovator.”

How valid is this judgement of the Younger Pitt, with reference to his financial and administrative reforms from 1783 to 1793?

(20 marks)

*Target: AO1.1, AO1.2, AO2*

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 Pitt's administrative and financial reforms from 1783 to 1793, and to make an assessment in both cases whether Pitt was an innovator, or whether he merely rationalised and improved existing measures. Candidates may state that several of Pitt's policies were merely the continuation of policies already undertaken by Walpole and North. However, others might state that Pitt used old methods in a new way, whilst others might state that Pitt showed innovative qualities with the introduction of policies such as the sealed bid for the tendering of contracts. The best answers should be wide-ranging, covering such issues as the national debt, customs duties, taxation, government contracts, the treasury commission of audit, rationalisation of the revenue services, and the Consolidated Fund. At L1, responses will be thin narration. At L2, more substance but still predominantly narrative. L3 responses will show good appreciation of the issues, recognising both administrative and financial issues, but may lack balance. L4 will supply good supporting evidence and balance. At L5, there will be a sustained argument, with good, pertinent evidence.

**June 2003**

**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 view of the comparative abilities of the Pelham brothers between 1748 and 1754? (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 with reference to own knowledge to reach a sustained and well supported judgement on its validity. 9-10

**Indicative content**

Level 1 provides a summary of the argument advanced by Hill that both men possessed strengths and weaknesses, and Newcastle had been unfairly eclipsed by his younger brother. Level 2 responses will present a more developed summary, but may well focus disproportionately on one or other of the brothers. At Level 3 candidates can demonstrate understanding of, and familiarity with, the argument and use own knowledge to evaluate the interpretation by advancing arguments that it might be adequate and valid (by giving examples of Newcastle's strengths or Pelham's weaknesses) or that it might not be (by referring to examples of Newcastle's weaknesses or Pelham's superiority). Candidates may well point out that Newcastle remained at best a secondary figure during his brother's lifetime, but also that Newcastle provided valuable support for his brother both with the House of Lords, and, through use of patronage, within the House of Commons also. Level 4 reaches a sustained and coherent judgement that the interpretation offered has clear limitations, with the weight of evidence suggesting that Pelham was, on balance, a more effective Prime Minister.

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

How useful is Source B to an historian writing about the character of the Duke of Newcastle? (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

Level 1 answers should summarise the content of the source to suggest that this is useful in understanding the limitations of Newcastle's character. At Level 2 answers may demonstrate some understanding that the source has some value as a piece of primary evidence, but some limitations because of its clearly biased nature. Comment may well be made about resentment felt by Walpole towards politicians involved in his father's downfall. Level 3 is as Level 2 but develops the significance of the provenance to illustrate the value of the judgement, and comments on some of the more positive aspects of Newcastle's character; the latter, mainly from own knowledge, might focus on Newcastle's experience, his broad understanding of the political situation, and his wide control of parliamentary seats. At Level 4 there may be challenge to the source's content in terms of Walpole's obvious bias, or the fact that the source provides no hard evidence, merely assertion.

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

“Personalities rather than policies dominated political life during the Pelham Ministry.” Assess the validity of this statement, with reference to the period 1748-1754. *(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**

Source A refers to Newcastle's supposed jealousy of the younger brother promoted over his head, and concludes with reference to Pelham's skilful attempt to ensure that none of his fellow Secretaries of State sat in the Commons. Source B clearly suggests that Newcastle certainly had not reached high office on the grounds of ability, and that his personality was of greater importance and interest than events of the time. Source C suggests the dearth of major issues, and the existence of Cabinet rivalries which, much more than differences over major issues, were likely to threaten government stability. From own knowledge, candidates should be able to refer to important issues of the time, such as the reduction of the National Debt (1749), the defeat of the last Jacobite conspiracy (1753), and the start of the Seven Years' War (1756); most will conclude that personalities were more important.

Level 1 and Level 2 answers may well be descriptive of personality clashes or political issues of the time. At Level 3, there will be some attempt to examine the causes of ministerial changes at this time, commenting the extent to which they were caused by issues or personalities. From Level 4 onwards, there will be a genuine appreciation of the complex nature of politics at this time, and the importance of personal connections at a time when party structures were largely absent.