



**General Certificate in Education**

**AS History 5041**

**Alternative P Unit 2**

**Mark Scheme**

*2007 examination – June series*

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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## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners**

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#### **A: INTRODUCTION**

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

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

The 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 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.

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.

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) and in deciding on a mark within a particular level of response (Section C).

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**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.

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**C: DECIDING ON MARKS WITHIN A LEVEL**

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 2007**

**Alternative P: Britain, 1714–1802**

**AS Unit 2: Early Georgian Britain, 1714–1748**

**Question 1**

(a) Use **Source A** and your own knowledge.

Explain briefly what was meant by ‘the Land Tax’ (line 3) in the context of British politics under Walpole. (3 marks)

*Target: AO1.1, AO2*

L1: Basic explanation of the term using the source, e.g. understands that the term refers to a long-standing tax based on the ownership of land. 1

L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. may refer to the fact that this was a progressive tax, falling heavily on the wealthy, landed classes, in contrast to customs and excise taxes, which fell more heavily on the poorer classes; may refer to the desire of Walpole to reduce this tax in order to secure the support of the landed classes; may mention that Walpole succeeded in limiting the land tax to 1.8 shillings in the pound throughout the 1730s. 2-3

(b) Use **Source B** and your own knowledge.

Explain how useful **Source B** is as evidence about the personal qualities of Walpole. (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 statement identifying utility/reliability of the source based on the content, 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 statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. should mention Harvey’s reference to Walpole as the key figure in the initiation and execution of legislation, and his comments on Walpole’s qualities (clear head, good judgement, deep insight, accessibility, etc). Some comment should be made either about the bias of Hervey (a firm Walpole supporter who entered the Cabinet as Lord Privy Seal in 1740 and fell from office with Walpole in 1742) or about omissions from the source (no reference to Walpole’s failings, such as the sale of offices). 3-5

L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent/degree of utility/reliability of the source, e.g. shows awareness of the limitations of primary sources in terms of bias and lack of hindsight. Should refer to both bias and omissions. **6-7**

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

'Support of the Crown was the main reason for Walpole's long tenure of office.'  
Explain why you agree or disagree with this view. (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

Source A outlines a major issue faced by Walpole – the need to secure the support of the major landowners – and how he largely achieved this through financial policies and the pursuit of peaceful foreign policies. Source B makes substantial reference to Walpole's skills and abilities, both in terms of developing legislation and handling the House of Commons. Source C describes how Walpole understood the importance of his position as mediator between crown and commons, and used this to consolidate his position; without crown support, he would find it difficult to control the House of Commons.

From their own knowledge, candidates may also refer to Walpole's extensive and effective use of patronage, the significance of the Septennial Act, the financial support of the Duke of Newcastle in election campaigns (particularly useful after the Excise crisis), the weakness of Tory/Jacobite opposition, and the relative prosperity of the nation. 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 Crown). At higher levels, candidates should produce balanced responses ranging across the issues, possibly making some reference to the essentially transient nature of Walpole's structure, with support largely evaporating by 1742.

## Question 2

- (a) Comment on 'loyalty to the Elector of Hanover' in the context of Stanhope's foreign policy in the years 1714 to 1721. (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 the Elector of Hanover was actually George I of England. 1
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. may point out that Hanoverian interests often appeared to influence the conduct of British foreign policy more than British interests. Examples should be given, notably the role played by Britain in the Great Northern War, helping Hanover against the threat from both Sweden and Russia. 2-3

- (b) Explain why Britain was involved in the Great Northern War in the years 1714 to 1721. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. by pointing out that Britain had mercantile interests in the Baltic which might be threatened if either Sweden or Russia became excessively powerful. 1-2
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. shows knowledge of the implications of the conflict between Sweden and Russia in terms not only of the domination of the Baltic, but also the territorial and defensive interests of Hanover. 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 Stanhope had to work hard to maintain a balance between the defence of British mercantile interests and the protection of Hanoverian interests. 6-7

- (c) Was a successful foreign policy the most important factor in explaining the establishment of Whig domination in the years 1714 to 1721? (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

Candidates need to comment on the importance of both foreign and domestic policy in consolidating the Hanoverian dynasty during this period. Certainly Stanhope enjoyed some successes in the conduct of foreign affairs; he ended Britain's isolation in the aftermath of the Treaty of Utrecht, and restored relations with France, the Netherlands, Austria and, eventually, Spain. The former was an important development since Britain traditionally had difficult relations with France, and the loose alliance established in 1716 was to last into the 1730s. Stanhope was also successful in the Baltic, securing Hanoverian gains in Bremen and Verden, and largely ensuring that the Baltic was no longer dominated by one major power. Overall, these achievements were recognised in Britain, though there were occasions when it was felt he adhered too closely to Hanoverian interests. All this should be contrasted with the domestic scene, where the Whigs were on the whole successful in consolidating their power, notably with the handling of the 1715 Jacobite Rising and the passage of the Septennial Act in 1716. Later developments, such as the failure to pass the Peerage Bill and the mishandling of the South Sea Bubble, to some extent detracted from these achievements, but at a time when the Tory opposition was largely defunct. Candidates may also comment on the importance of the support of George I, whose initial reservations about the Whigs had largely disappeared by 1720.

At lower levels candidates may supply narrative responses focused either on foreign policy or on domestic policy. At Level 3, candidates will show knowledge of both areas, but may lack appropriate balance or may cover some issues with inappropriate depth. At higher levels,

candidates should show good balance between foreign and domestic policy, and the importance of royal support, and should be capable of clear and balanced judgement.

### Question 3

- (a) Comment on 'grain yield' in the context of agriculture 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 grain yield refers to arable productivity in the open-field system. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. may point out the impact of changes introduced and/or encouraged by Tull, such as the seed drill and the concept of horse-hoeing husbandry, or the impact of enclosure on grain yield. **2-3**

- (b) Explain why developments in agriculture occurred in the first half of the eighteenth century. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. by pointing out the impact of population growth. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. shows knowledge of the weaknesses of the open field system, the introduction to Britain of the concept of crop rotation, and improved soil fertility through processes such as marling and liming. **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 make some attempt to assess the overall impact of these developments in terms of the (relatively slow) movement towards enclosure. **6-7**

- (c) Explain the importance of the iron manufacture, in relation to other factors, in explaining the expansion of the British economy in this period. (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**

Candidates should be able to refer to specific aspects of iron manufacture during this period (i.e. the role of the Darby family, the development of the coking process at Coalbrookdale, limited stimulus due to increased coal supplies). They should point out that progress was limited due to the secrecy of the Darby family, limited transport facilities, and the availability of cheap imports. Candidates should be able to contrast this with agricultural progress (e.g. Jethro Tull's inventions and ideas, Townshend and the concept of four-field rotation, the increasing extent of enclosure). Also, they should refer to other industrial developments (notably in textiles, with Kay's flying shuttle), the development of an entrepreneurial culture, and the impact of external factors such as the population rise and the existence of colonial markets. Whilst Britain was experiencing a period of economic diversification previously unknown, candidates should be aware that, in comparison to later periods, this was a period of relatively limited development, during which the foundations were laid for future growth.

At lower levels, responses will tend to be largely assertive, with limited factual content. At Level 3, candidates should present a more balanced response, with clear reference to both agriculture and industry. At higher levels, candidates should be able to provide a clear assessment of the extent of progress during this period, using clear evidence to support their argument.