



**General Certificate in Education**

**AS History 5041**

**Alternative P Unit 2**

**Mark Scheme**

*2008 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 2008**

**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 the meaning of 'protect England from Hanoverian influences' (line 6) in the context of the early years of the reign of George I. (3 marks)

*Target: AO1.1, AO2*

- L1: Basic explanation of the term using the source, e.g. attempting to ensure that British interests were not subjected to the interests of the Electorate of Hanover. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. may refer to the fact that George I was essentially a German prince with limited awareness of British interests, or the extent to which British foreign policy was to be influenced by Hanoverian interests in the Baltic and northern Europe in the years following 1714, or the determination of the Tory Party to win the support of those who doubted the commitment of George I to British interests. **2-3**

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

How useful is **Source B** as evidence about the relationship between George I and the Prince of Wales in the early years of George I's reign? (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. mentions that the author would have close contact with the royal household, with little obvious reason to be sympathetic to the Prince of Wales. **1-2**
- L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. should refer to the terms of the proposed agreement, reflecting the extent of the split between the King and the Prince of Wales and the apparently powerful and dominant position enjoyed by the King at this point in time. May well make reference to the fact that various factors are omitted (e.g. the attitude of the Prince of Wales to the royal proposals, and the overall outcome). **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. should demonstrate clear awareness of the limitations of the source, in terms of both its brevity and the bias of the author. May well point out the value of the source in providing insight into the intensity of antagonism within the royal household at this time, and the impact it appeared to have on the conduct of policy. **6-7**

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

'The greatest threat to Stanhope's ministry came from the Whig party itself rather than from the Tories.'

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

Source A comments on the existence of a relatively strong Tory Party in 1714, one which remained relatively vibrant despite the heavy election defeat of 1715, and which only lost ground because of the defections of Bolingbroke and Ormond. Source B points out the existence of a serious split within the royal household, with the implication that the Prince of Wales' household could become a major focal point of future opposition. Source C outlines the role of Walpole and Townshend in establishing an internal Whig opposition to the government,



focused on the Prince of Wales and Leicester House. It goes on to demonstrate how Walpole and Townshend not only persuaded other Whigs to support them, but also attempted to win Tory support with opposition to such government initiatives as the repeal of the Occasional conformity and Schism Act (1718) and the Peerage Bill (1719). From their own knowledge, candidates may develop some of these points (i.e. by supplying other examples of the impact of internal Whig opposition, in areas such as foreign policy), or may supply further observations on the effectiveness, or otherwise, of Tory opposition (e.g. the impact of the 1715 Jacobite rebellion).

Level 1 and Level 2 answers will tend to be either vague and assertive, or based on extensive paraphrase of the sources. At Level 3, the answer will provide an explanation, though perhaps lacking in depth and/or balance. Level 4 answers will provide a range of reasons, drawing extensively on both the sources and own knowledge. Level 5 answers will integrate their own knowledge with well-chosen source-evidence, supporting a clearly formulated judgement of the issue, with good balance between the various factors.

## Question 2

- (a) Comment on 'British neutrality in the War of Polish Succession' in the context of Walpole's foreign policy. (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 the British neutrality was largely the result of Walpole's desire to avoid foreign conflict. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. may comment about the expectation that Britain would intervene on the Austrian side, in accordance with the understanding established in the Second Treaty of Vienna, or may point out how Walpole achieved neutrality in the face of strong opposition from both mercantile interests and the crown. **2-3**

- (b) Explain why there was opposition within Britain to Walpole's attempts to follow a peaceful foreign policy. (7 marks)

*Target: AO1.1, AO2*

L1: Demonstrates implicit understanding of the issue, e.g. may refer generally to mercantile interests wanting to expand opportunities. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. may refer to merchants wishing to defend, or expand, the trading concessions with the Spanish American colonies laid down in the Asiento Treaty, or to concerns about the links between the Jacobites and various European regimes, or to the determination of George II to defend and expand the interests of Hanover within Europe, or general concerns about a return to the situation where Britain was isolated in Europe. **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. candidates may be aware of the various paradoxes: Walpole saw peace as key to economic prosperity, whilst merchants sought to defend trading interests through warfare; he felt peace would deprive Jacobites of the opportunity to attack Britain, whilst others wanted war as a means of destroying the Jacobites. **6-7**

- (c) Was the unpopularity of Walpole's foreign policy in his last decade in office the most important factor in explaining his fall from power 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 took over the control of foreign affairs from Townshend around 1729, and by 1732 it was becoming clear that the maintenance of peace at almost any price was the cornerstone of his foreign policy. Had Britain supported Austria in the War of Polish Succession, this might have prevented the rise of France and Spain, and may well have averted the wars of the 1740s; on the other hand, at least Walpole avoided a costly war in the 1730s. The growing commercial clash with Spain in the 1730s greatly tested Walpole's popularity as he remained committed to a pacific foreign policy. He 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 decade to 1742, contrasting these with domestic developments, 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 without higher domestic taxation.

At lower levels, candidates may well supply narrative responses focused on the later years of Walpole's career. At Level 3, expect to see some genuine attempt to address the terms of the question, though balance may still be lacking. At higher levels, expect to see awareness of a range of developments in the decade to 1742, eroding 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 centred on the Prince of Wales, etc).

### Question 3

- (a) Comment on 'seed drill' 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 this was a more efficient method of sowing seed. **1**

- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. may comment on the replacement of the old 'broadcasting' method, or the eightfold increase in crop yield, or the ability of the machine to cover seeds without back-tracking by the farmer. **2-3**

- (b) Explain why agricultural changes were slow to spread in the years 1714 to 1748.

(7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. may refer in general terms to the conservative nature of farmers. **1-2**

- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. may refer to advantages of the previous system (such as the co-operative nature of village life), or the complexity and uncertainty of the enclosure process, or the anticipated cost, or the concerns of smaller and less influential farmers that they would lose out in the enclosure process. **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 clear reference to the practical difficulties of securing enclosure at a time when universal support within a village was required (prior to the use of Acts of Parliament, c1740 onwards). **6-7**

- (c) Explain the importance of agricultural changes, in relation to other factors, in explaining the development of the British economy in the first half of the 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**

Candidates should be able to refer to specific aspects of agricultural development during this period (e.g. Jethro Tull's inventions and ideas, Townshend and the concept of four-field rotation, the increasing extent of enclosure). Candidates should be able to contrast this with industrial developments (notably in textiles, with Kay's flying shuttle, and iron, with the coking process), 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.