



## **General Certificate in Education**

# **A2 History 6041**

## **Alternative P Unit 5**

# **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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2007 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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

### **A2 EXAMINATION PAPERS**

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

---

#### **A: INTRODUCTION**

The AQA's 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 specification. These cover the normal range of skills, knowledge and understanding which have been addressed by A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at A2 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 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.

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).

**B: 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 AO 1.1, 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 (AO 1.2), 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 (AO 2, 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 characteristic: 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 the 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.

---

**C: 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 2007**

**Alternative P: Britain, 1714–1802**

**A2 Unit 5: Britain, 1748–1802**

**Question 1**

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

To what extent do these two sources agree on the role of the Duke of Newcastle in the outbreak of the Seven Years' War? (10 marks)

*Target: AO1.1, AO1.2*

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

**Indicative content**

Source A places considerable responsibility specifically on Newcastle: his tendency to be more concerned with Hanoverian rather than British considerations, and his failure to understand the diplomatic issues involved in the switch from an Austrian to a Prussian alliance. Blame is also attributed to the government as a whole, in which context Newcastle, as head of the government, must take some responsibility; the government demonstrated a definite lack of force and energy in the defence of British interests abroad, and also was guilty of hesitation and disagreement. Source B is less critical of Newcastle, pointing out that war had effectively broken out unofficially in North America two years earlier as a result of long-term colonial issues, and that war between Britain and France was virtually inevitable, but does place some blame on Newcastle for precipitating the 'Diplomatic Revolution' (though even here Source B shows some sympathy to Newcastle, in part absolving him from blame with use of the term 'involuntary'). Thus both agree that Newcastle must take some degree of criticism, especially with regard to foreign diplomacy, but both allow for a wider allocation of blame, Source A referring to the broader government and Source B to colonial tensions. Narrative/summary responses, probably heavily reliant on the sources, should proceed no higher than top Level 2. For Level 3, there should be clear attempt to identify similarities and differences. For Level 4 and above, look for genuine attempt at comparison, substantiated with own knowledge.

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

'The Treaty of Paris was an excellent treaty for Britain. It strengthened Britain's position in Europe and the colonies.'

Assess the validity of this view.

(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. Some explanation of Britain's pre-war position is desirable for an effective response.

Sources A and B refer to the somewhat aimless approach of Newcastle's government, which to some extent resulted in Britain entering the Seven Years' War without coherent objectives. Pitt's entry into government in 1757 saw the emergence of clear British aims: colonial expansion, development and protection of trading interests, restoring the balance of power in Europe, resisting the growing threat from France, and (somewhat reluctantly) defending Hanover.

Source C focuses on the different attitudes towards the Treaty of Paris demonstrated by the Prime Minister and main British negotiator, Bute, and his predecessor and the politician whose strategy had contributed in a major way to British victory in the war, Pitt. Pitt was clearly disappointed in the fact that the Treaty appeared to surrender a number of colonial territorial

conquests made during the war (reference is made to Guadeloupe, Martinique, and the question of fishing rights off Newfoundland), whilst Bute was more concerned with avoiding the long-term alienation of major European powers, especially France. The source also supplies details of some British territorial gains during the war, exclusively in North America.

From their own knowledge of the Treaty of Paris, candidates might also supply further examples of British gains (substantial parts of India and various West Indian islands from France, Minorca from Spain, etc.), and of potential gains surrendered by Britain (French trading factories in India restored, Havana and Manila returned to Spain, etc.). Candidates might also comment on the changed diplomatic situation in Europe, and the implications of this for Hanoverian security. Britain had now emerged as a major international power, but was regarded as selfish and unreliable, and was to be devoid of allies in the War of American Independence.

For Level 1, expect either a narrative description or generalised assessment, possibly limited to the outcome of the war. For Level 2, narrative with some basic assessment, usually in the form of a conclusion or a succinct, limited assessment. For Level 3, analysis meeting the demands of the question supported by factual evidence, with at least some attempt to deal with both background to and consequences of the war. For Level 4 and above, look for a wide-ranging response, clearly contrasting the outcome of the war with Britain's pre-war situation, and reaching a supported judgement.

## Question 2

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

To what extent do these two sources agree on the reasons for their condemnation of radical activities?  
(10 marks)

*Target: AO1.1, AO1.2*

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

## Indicative content

Source A defines the British Constitution as the best in the world, and therefore any serious criticism of this would be unacceptable. Also, it mentions that in the previous winter there had been a spirit of sedition and revolt around, which caused serious concern to all good citizens. Source B places emphasis on the reform movements, which were not simply unlawful but might even become treasonable; Eyre concedes that these often consisted of good men, with genuine

grievances, but were often penetrated and led astray by bad men who sought to take advantage of the credulity of others. Braxfield would clearly countenance no criticism of the constitution, but Eyre appeared to be prepared to accept criticism as long as the influence of more revolutionary elements was limited. Both recognised the existence of treasonable individuals.

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

'The response of the authorities to the radical threat of the 1790s was harsh but effective.'

Assess the validity of this view.

(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 the sources and materials:

All three sources demonstrate a harsh approach to the radical threat, either through the courts (Sources A and B) or through government action (Source C). Source C makes clear that Pitt was 'uncharacteristically violent', and also refers to the suspension of Habeas Corpus in 1794. The effectiveness of this action is largely implicit in Sources A and B, but is more directly mentioned in the second paragraph of Source C: radicalism easily silenced in 1795, but then going underground and continuing as a potent, if less conspicuous force, for some time. From

own knowledge, candidates may well refer to the government's attack on Paine's 'Rights of Man' in 1792, the 'Two Acts' of 1795, and later legislation against unlawful oaths (1797) and seditious writings in newspapers (1798). Not all government action was effective (e.g. the acquittal of Horne Tooke and other radical leaders in 1794) but on the whole radical agitation had been silenced by c1802.

At lower levels, candidates may make random selections from the sources or (less likely) present narrative description of the main events. At Level 3, there should be some attempt to deal with both 'approach' and 'effectiveness', but some lack of balance between the two. At higher levels, look for a genuine attempt to balance the documents with own knowledge, and to make an effective judgement on the 'harsh but effective' issue.

## Section B

Questions 3-7 are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in the specific mark scheme for each question.

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

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

**L1: *Either***

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

***Or***

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

**L2: *Either***

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

***Or***

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

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

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

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

---

**Question 3**

'Lack of ministerial talent, rather than the actions of George III, account for the political instability of the 1760s.'

How valid is this view?

(20 marks)

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

Marks as follows:

**L1: 1-6**

**L2: 7-11**

**L3: 12-15**

**L4: 16-18**

**L5: 19-20**

**Indicative content**

Candidates should show knowledge both of the ministries of this period, and the attitude and actions of George III. There were several ministries in this period (Pitt-Newcastle, Bute, Grenville, Rockingham, Chatham, Grafton) and candidates should be able to comment on the effectiveness/demise of some/all of these. They should identify various factors, connected to the political circumstances of the time and reflecting the incapacity of many leading politicians, which contributed to the instability: the absence of a 'reversionary factor', 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. On the other hand, George arguably sought to rule Britain in a more direct manner than previous Hanoverian monarchs; he aimed to end the domination of Whig elites, and to free himself from party control, but was clearly inexperienced in matters of government. Candidates may well refer to historiography in their responses; whilst credit should indeed be given for such knowledge, care should be taken to ensure that this material is clearly to address the question.

Level 1 answers will tend to be generalised assertions. Level 2 responses will show some substance, but will lack sufficient focus on the question, or may produce a narrative account of the different ministries. Level 3 responses will have greater focus, and will address both sides of the issue, but will lack balance or depth. Level 4 responses will provide a clear evaluation of the various factors. Level 5 responses will sustain an argument showing good evidence, balance and judgement.

**Question 4**

To what extent were economic issues, rather than political principles, responsible for the outbreak of war between Britain and her American colonies? (20 marks)

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

Marks as follows:

**L1: 1-6**

**L2: 7-11**

**L3: 12-15**

**L4: 16-18**

**L5: 19-20**

**Indicative content**

Candidates are expected to examine the economic and political factors leading to the War of American Independence. Economic factors include the determination of the colonists to avoid 'taxation without representation', and the similar determination of British governments to ensure

that the colonists made some financial contribution after 1763 to the costs of their defence during the Seven Years' War, and to the continuing expenses of government policy in the colonies; measures such as the Sugar Act, the Stamp Act, and Townsend's duties were all part of this policy. Political factors include the growing desire amongst the colonists for some degree of self-government, and the determination demonstrated by successive British governments to maintain full control over colonial affairs (demonstrated in measures such as the Quartering Act, the Declaratory Act and the retention of the duty on tea in 1770). There is undoubted overlap between economic and political factors, but candidates should be capable of some attempt at discrimination. At lower levels, expect narrative responses with little clear discrimination between economic and political factors. Level 3 responses should demonstrate discrimination, but may lack balance. At higher levels, look for a coherent and balanced assessment of the various factors.

### Question 5

'Motivated more by self-interest than by principle.'

How valid is this comment on the career of John Wilkes?

(20 marks)

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

Marks as follows:

**L1: 1-6**

**L2: 7-11**

**L3: 12-15**

**L4: 16-18**

**L5: 19-20**

### Indicative content

Candidates should show knowledge of the main aspects of Wilkes's career: his attacks on government handling of the 1763 peace negotiations via the 'North Briton', the furore over general warrants following his arrest for the views expressed in 'North Briton' no 45, the question of the rights of electors demonstrated in the Middlesex elections, and the attempt in 1771 to defeat parliament's attempt to curb the reporting of debates by arresting printers for breach of privilege. All of these reflect genuine issues of the time, and to some extent reflect the common theme of freedom from the actions of an over-powerful and interfering state, but Wilkes can be criticised on various grounds: the issues raised were somewhat diverse and Wilkes flittered from one to another on a random basis, arguably motivated more by self-interest, (attempting to deflect attention from his indiscretions) than by principle and commitment; many of his contemporaries regarded him as a shallow figure with few genuine principles, and his radicalism was later called into question when he spoke in opposition to the French Revolution. His actual achievements were limited, in part because of his tendency to shift to a new issue before resolution of the previous one. At lower levels, candidates may well produce narrative accounts, with little real attempt to focus on principles. At Level 3, there will be definite awareness of the principles and inconsistencies of Wilkes, but response will lack balance and/or depth. At higher levels, look for a relatively balanced assessment of Wilkes's career, emphasising the range of principles and the limitations.

---

**Question 6**

'Developments in transport, rather than technological advances within industry, stimulated industrial progress in the latter half of the eighteenth century.'

Assess the validity of this statement.

(20 marks)

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

Marks as follows:

**L1: 1-6**

**L2: 7-11**

**L3: 12-15**

**L4: 16-18**

**L5: 19-20**

**Indicative content**

Candidates will need to be conversant with the main developments in transport and the major industries (notably iron and textiles) during this period. Certainly considerable technological developments occurred in iron and textiles: the advances made by the Darbys and Henry Cort in the iron industry, and the various spinning and weaving inventions in the cotton industry. These developments resulted in substantial increases both in production and in quality, and candidates may well supply statistical data. On the other hand, progress would arguably have been limited without an improving transport system. With roads, there was a substantial rise in the number of turnpike trusts and movement towards the employment of road engineers like John Metcalfe; however, despite the improvements, roads remained largely unsuitable for industrial traffic (though they did bring improved communication). Canal development was more important; the engineering techniques of Brindley and others, and the 'canal mania' of 1791–1794, enabled the transportation of goods across a much broader area. At Level 1 and Level 2, responses will tend to be mainly narrative, possibly with undue emphasis on one area of the issue; at Level 3, look for wider coverage, perhaps lacking in balance. At higher levels, look for a balanced perspective of the issue, recognising the relationship between what were essentially separate developments.

**Question 7**

To what extent did intervention by other European powers, rather than British military limitations, bring about the outcome of the War of American Independence? (20 marks)

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

Marks as follows:

**L1: 1-6**

**L2: 7-11**

**L3: 12-15**

**L4: 16-18**

**L5: 19-20**

**Indicative content**

Candidates should focus on the extent to which French and Spanish intervention affected the outcome of the War of American Independence: French involvement began in June 1778, undoubtedly influenced by British defeat at Saratoga in late 1777, and played a major role in defeating Cornwallis at Yorktown in 1781; Spain entered the war in 1779, and gave some support to the French at Yorktown. British military limitations should also be mentioned and cover a wide variety of factors: British troops, used to fighting on the European continent, were

inexperienced in dealing with local opposition and obstruction; their commanders made serious mistakes both during campaigns and on the field of battle, with lack of communication perhaps the most serious weakness; British politicians, often unaware of the seriousness of the situation in the colonies and the difficulties of trans-Atlantic communication, were determined to retain firm control of the direction of the war from Britain, causing serious logistical problems. Also, candidates may comment on geographical factors, which the British army was never able to master; these include the nature of the terrain/weather (important in determining the outcome both of whole campaigns and of specific battles, such as Saratoga), and the long lines of communication and supply which seriously hampered the British war effort. At lower levels, candidates may well supply generalised observations, or relatively undirected narrative, probably focusing mainly on British weaknesses. At Level 3, candidates should examine all aspects of the question, but may lack balance or clarity. At higher levels, candidates should be able to present clear arguments, supported with appropriate factual evidence.

### Question 8

‘A failure at home and abroad.’

How valid is this assessment of the career of Lord North?

(20 marks)

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

Marks as follows:

**L1: 1-6**

**L2: 7-11**

**L3: 12-15**

**L4: 16-18**

**L5: 19-20**

### Indicative content

Candidates should be able to demonstrate a wide range of knowledge on the government of Lord North, with reference to both American and domestic issues. On the issue of the American war, Lord North lacked a real awareness of the actions needed, and failed to apply sufficient zeal and determination in the pursuit of victory; however, candidates should point out that there were a variety of reasons for the American failure, some of which were clearly outside North's control. North was less obviously unsuccessful in domestic affairs, and candidates should point out North's financial skills (his attempt to build up a budget surplus whilst trying to avoid increases in the land tax arguably provided the blueprint for Pitt the Younger's later reforms), his Irish success (the 1779 trade concessions, which went some way towards easing the growing tension in Ireland), and the fact that he survived as Prime Minister for 13 years. However, candidates should point out the relatively limited range of these reforms, in spite of the length of his time in office. At lower levels, candidates may well concentrate almost entirely on the American crisis, not always focusing on North's role within this. At Level 3, candidates may show wider awareness of North's role, but may lack real balance or depth. At higher levels, candidates will make a genuine attempt to make an assessment based on understanding of a wide range of issues.