



General Certificate in Education

A2 History 6041

Alternative P Unit 5

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:

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 2008

Alternative P: Britain, 1714–1802

A2 Unit 5: Britain, 1748–1802

Question 1

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

To what extent do these sources agree on the attitude of British governments towards the American colonies during and immediately after 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

Both sources emphasise the impact of the Seven Years' War on Anglo-colonial relations; however, Source A specifically states the importance of 1759 as a year when attitudes changed, whilst Source B makes no attempt to identify a specific point. Source A states and Source B implies that victory in the Seven Years' War was due to the contribution made by British money and resources, and both suggest that the financial costs of war and continued defence of the North American colonies would be a major influence on British attitudes towards the colonies. Source A states that colonial money and resources had some limited positive impact, whilst acknowledging that this was not really recognised by British governments; Source B reflects a more pronounced anti-colonial attitude, stating that colonial legislatures actually hampered the war effort through uncooperative policies and the continuation of trade with Britain's enemies. Both sources argue that substantial post-war contributions to their own defence by the colonists were necessary, but whilst Source A regards this as merely a 'reasonable' policy, Source B regards it as part of the punishment that the British government felt ought to be dispensed to the colonial assemblies. There is some disagreement on the reasons for a continued British military presence within the colonies: Source A suggests that this was in the interests of colonial defence, whilst Source B regards it as a move to defend Canada. From own knowledge, candidates might develop some of these points, and might also refer to the general insensitivity of British governments.

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

'The outbreak of the War of American Independence was due more to the impact of the Seven Years' War than to the political ambitions of the colonists.'

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 sources and material. Sources A and B both suggest that the Seven Years' War had considerable effect on the deterioration of relations between Britain and the American colonies. Britain felt that she had contributed much more than the colonists to the removal of the French threat, and therefore had the right to force the colonists to pay for their continued defence, even to discipline them for future service. Towards the end of Source B, there is reference to the impact of the war on colonial opinion: they felt they had suffered poor treatment at the hands of Britain, and felt there was less need of a British military presence now that the main threat to security, the French presence in Canada, had been removed. On the other hand, Source C examines the broader factors resulting in the growth of an independence movement within the colonies. This was partly the result of the structure and philosophy of American society, partly resentment at years of Treasury neglect, and partly the spread of ideas of parliamentary sovereignty, encouraged ironically by the 'Old Corps' Whig politicians of the British government.

From their own knowledge, candidates might well refer to specific policies followed by British governments in the years following the end of the Seven Years' War aimed at forcing the colonists to pay for the costs of war and its aftermath (e.g. Sugar Act, Stamp Act, Townshend's Duties) and making some contribution towards practical issues of defence (e.g. Quartering Act), and to the colonists responses to these (e.g. the Stamp Act Congress and the subsequent boycott of British goods, the Boston Tea Party). Reference may also be made to the general lack of awareness of colonial feelings demonstrated by successive British governments, often manifested in insensitive legislation (e.g. the Declaratory Act).

At lower levels, responses will tend to be largely narrative, lacking balance and demonstrating little more than a nominal attempt to address the terms of the question. Level 3 responses will clearly identify both sides of the debate, but may well lack balance and/or judgement. Level 4 candidates will evaluate, making explicit statements, and offer a balanced analysis. At Level 5, candidates will proceed beyond this to demonstrate a wide and balanced appreciation of the various issues and factors, reaching a balanced and informative conclusion.

Section B

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

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

Target: AO1.1, AO1.2, AO2

L1: *Either*

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

Or

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

L2: *Either*

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

Or

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

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

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

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

Question 2

'Britain's involvement in the Seven Years' War owed more to her European interests than to her colonial interests.'

Assess the validity of 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 of both European and colonial factors resulting in the outbreak of the Seven Years' War. With European issues, candidates should refer to British concerns to preserve a balance of power in Europe, to limit the advance of French power in Europe, and to safeguard Hanover from the French threat. Reference should also be made to the Diplomatic Revolution, and Britain's involvement in this through the Convention of Westminster (January 1756). The immediate reason for the British declaration of war was the French attack on Minorca, with its implications for the European balance of power. All this should be contrasted with the colonial rivalries of Britain and France in India and Canada, and the importance of the West Indies to the British economy. Candidates may well demonstrate links between the European and colonial dimensions, notably in the case of Anglo-French relations. Candidates may also comment how involvement initially appeared to be focused almost entirely on European interests, with the emphasis shifting to colonial issues after Pitt gained control of the war initiative after 1757. At lower levels, responses will be predominantly narrative, with minimal discrimination between the different areas. At Level 3, look for some attempt to identify European and colonial factors, but the responses may well lack balance and focus. At higher levels, look for balanced and precise responses.

Question 3

'Political ambition on the part of the King was more important than ministerial incompetence in explaining the political instability which Britain experienced in the 1760s.'

Assess the validity of 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

George III was clearly a man with definite political ambitions; those ambitions alone do not necessarily explain the instability of this period. In connection with political ambition, candidates may well discuss the whole issue of George III's motivation, contrasting the traditional Whig interpretation of George III as a man determined to usurp the rights of parliament with the view of the Namier school that he was merely seeking to rule according to the conventional rights of

the monarch. George's apparent determination to make at least some changes in the nature of government, combined with his youth (22) and his inexperience (isolated from his grandfather in the latter years of the previous reign by the revival of the Leicester House connection), undoubtedly made substantial contribution to the tensions of the 1760s. Candidates should contrast all this with the role of the leading Whig ministers, some of whom displayed ambitions of their own, or lack of political skill/experience, or simply, as in the case of Chatham, poor health; examples of ministerial incompetence should be given. Candidates may also refer to other factors which contributed to instability, such as the absence of the reversionary factor and the emergence of difficult issues (such as the American crisis and Wilkes). At lower levels, responses may well consist of assertion and/or undirected narrative. At Level 3, candidates should be able to contrast both sides of the issue, though responses may lack depth/balance. At higher levels, look for a clear appreciation of the combination of factors contributing to instability, and a genuine attempt to reach a substantiated conclusion.

Question 4

How effective was the contribution of John Wilkes to the pressure for political reform, both inside and outside Parliament, in the 1760s and 1770s? (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. Wilkes appeared on the political scene with his article in *The North Briton* no. 45 denouncing the Treaty of Paris. 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 his seat awarded by parliament to Henry Luttrell. Wilkes continued to campaign for freedom of speech from outside parliament, organising the popular campaign to defeat parliament, attempting to curb the reporting of debates in 1771 and, at least indirectly, stimulating the growth of movements pressing for civil rights. On the whole Wilkes was more impressive as a journalist (i.e. his role outside parliament) than as a parliamentary debater. Arguably, his overall impact was magnified by public resentment of Bute and the other ministerial appointments of George III. At lower levels, candidates may well produce narrative accounts, with little real attempt to assess impact. At Level 3, there will be definite awareness of the effectiveness of Wilkes, both inside and outside parliament, but responses will lack balance and/or depth. At higher levels, look for recognition that impact was as much due to the circumstances of the time as to Wilkes personal contribution.

Question 5

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

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

Marks as follows:

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

Indicative content

Candidates should show knowledge of both the role of John Wesley and failings of the Established Church. In the former case, mention may be made of Wesley's energy and personal impact, his commitment to the rapidly growing industrial areas, his social message, and the appeal of the Methodist 'class' system. In the latter case, mention should 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. At lower levels responses will be relatively light and random, showing little real appreciation of the broader picture. Alternatively they may be narrative and lacking in good focus. At Level 3, candidates will have some genuine perception of events and details, but responses may well lack balance. At higher levels, look for good awareness of the impact and importance of both Wesley and the Established Church, with appropriate balance and judgement.

Question 6

To what extent was the outcome of the War of American Independence determined more by weak British leadership than by the skills of Britain's opponents? (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

Weak British leadership can be identified in both a military and a political context. Candidates should show awareness of the limitations of the British military and naval campaign in North America, and also of the long-term inability of British politicians to understand and efficiently handle the American problem. Reference should be made to the limited communication between British generals, such as Howe and Burgoyne, the failure to make allowances for climate or terrain, and the general inefficiency in the field. Reference should be made to the failure of successive ministries in the 1760s to defuse the American crisis, and the complacency with which North and his cabinet approached the war. Finally, 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), and the skilful way in which these leaders exploited environmental factors such as climate and terrain. Candidates should also mention the involvement of France and Spain, especially the co-ordination between colonial and foreign forces (best illustrated in the campaign leading to the surrender of Cornwallis at Yorktown). Level 1 and Level 2 responses are likely to be mainly narrative, dealing mainly with British failings. At Level 3, both aspects of the issue will be addressed, but there may be lack of balance. At higher levels, candidates will make a balanced judgement, showing genuine perception of the major factors.

Question 7

‘The loss of America overshadowed any domestic achievements.’
How valid is this comment on Lord North’s ministry?

(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 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 much more successful elsewhere, 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), and his Irish successes (the 1799 trade concessions, which went some way towards easing the growing tension in Ireland). Better candidates may well point out that North’s limitations were not confined to America. 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.

Question 8

'Efficiency rather than innovation was the main objective of Pitt the Younger's financial and administrative reforms.'

Assess the validity of this view.

(20 marks)

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

Candidates will be expected to examine Pitt's financial and administrative reforms. Whilst some attempt should be made to discriminate between finance and administration, there is some overlap and candidates should concentrate on the innovation/efficiency debate, attempting to determine whether Pitt was an innovator or merely rationalised and improved existing measures. Several of Pitt's policies were little more than the continuation of policies already adopted by Walpole and/or North, but it could be argued that Pitt used old methods in a new way and in some areas, such as the introduction of sealed bids for the tendering of contracts, showed clear innovation. Candidates should refer to issues such as the reduction of customs duties and the introduction of measures against smuggling, the Eden trading treaty with France, new and modified taxation, the creation of the Sinking Fund, the Treasury Commission of Audit, rationalisation of the revenue services, and the Consolidated Fund. At lower levels, candidates will offer little more than limited narrative responses. At Level 3, look for some attempt to distinguish between efficiency and innovation, but responses may well lack clarity and/or balance. At higher levels, look for genuine perception of Pitt's approach, and a genuine attempt to express judgement on the extent to which his policies demonstrated efficiency and innovation.