

General Certificate of Education

History 5041/6041

Alternative P Britain, 1714–1802

Mark Scheme

2005 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.

CRITERIA FOR MARKING GCE HISTORY:

AS and A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The revised specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the new specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives and across all the specifications offered by the Board.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS

Level 1:

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:

Either

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

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

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:

Either

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

Or

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

Exemplification/guidance

Narrative responses will have the following characteristics: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:*Either*

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

Or

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

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

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

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
 - analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
 - there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
 - there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
 - effective use of language, appropriate historical terminology and coherence of style.
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Level 4:

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

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

D: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:** generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification

Alternative P: Britain, 1714–1802

Unit 2: Early Georgian Britain, 1714–1748

Question 1

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

Explain briefly the meaning of “the Excise scheme” in the context of Walpole’s economic policies. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. a tax charged at the point of sale rather than at the point of entry to the country (i.e. customs). 1
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. may refer to Walpole’s desire to reduce smuggling, or to abolish the hated Land Tax, or the goods involved (wine and tobacco), or the use of bonded warehouses, or the widespread opposition to the anticipated increase in excise officers which persuaded Walpole to abandon the scheme in 1733. 2-3

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

Explain how useful **Source B** is as evidence about the security of Walpole’s position by 1741. (7 marks)

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

Target: AO1.2, AO2

- L1: Basic evaluation of the utility/reliability of the source either from own knowledge or based on provenance, e.g. relies on description of the contents of the source, or makes very general comment about usefulness, possibly based on provenance. 1-2
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. should refer to the threat to Walpole’s security: the constitutional argument that government should be in the hands of several ministers of state, together with the specific criticisms of the role played by Walpole. On the positive side, candidates may refer to the ruthlessness of Walpole in removing opponents. They may well suggest, based on source description, that personal ambitions might have influenced Sandys’ opinions at a time when general opinion seemed to be turning against Walpole. Candidates should make reference to

the fact that various factors are omitted (e.g. growing criticism of Walpole’s conduct of the war). **3-5**

- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, 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 that some of Walpole’s failings, outlined in the source, were also strengths (e.g. control of crown favours). **6-7**

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

“Walpole fell from power because of his increasing inability to control the House of Commons.”

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 B reveals Walpole's dominant role as a challenge to the constitution, with the implication that at least some politicians were jealous of Walpole's power.

Source A shows the frustration of and pressure from 'place-hungry people' as a result of Walpole's long tenure of power, the fear that Walpole had become excessively powerful, and the charges of corruption.

Source C shows the government's possession of only a small majority following the 1741 election, growing dissatisfaction with Walpole's conduct of war, the scheming of opportunistic politicians like Wilmington and Dorset, and the energetic activities of the Opposition.

From their own knowledge, candidates may well develop some of these points (i.e. by supplying examples of corruption/patronage or the conduct of war), or may supply further reasons for Walpole's downfall, such as the rise of Cobham's 'Patriots', or Walpole's alienation of the City with the increased duties on gin, or the emergence of a clear focus of opposition in the form of Frederick, Prince of Wales.

Level 1 and Level 2 answers will tend to be either vague and generalised, or based on extensive literal 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 both on 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 issues, with good balance between the various factors.

Question 2

- (a) Comment on "Hanoverian succession" in the context of British politics in the early eighteenth century. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. points out that the British throne passed to the Elector of Hanover. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. may comment about the unsuitability of other possible claimants (notably James Edward Stuart), or the extent of divided opinion within Britain, or the limitations of George I as a suitable British monarch. **2-3**

- (b) Explain why Britain made alliances with France and the United Provinces in 1716 and 1717. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. may refer generally to the need for peace and security. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. may refer (in the case of France) to British desires to deprive the Jacobites of their most likely source of continental support or to obtain unequivocal confirmation of the Utrecht Settlement by the new French regime or to gain French protection for Hanover, and (in the case of the Dutch) British desires to reverse the cooling of relations which had followed the apparent betrayal of allies by Britain at Utrecht. Clear reference to one country only: maximum 5 marks. **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 should be able to balance the specific reasons for individual alliances with the broader British objective of ending the isolation which had followed the Utrecht settlement. More perceptive students will also point out the reasons why both France and Holland were receptive to the concept of a British alliance, and that much of the initiative came from the French Minister, Dubois. **6-7**

- (c) Explain the importance of Stanhope's diplomacy, in relation to other factors, in defending British interests in Europe between 1714 and 1721. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Candidates should be able to write at some length about the foreign policy of Stanhope, outlining British objectives in foreign affairs at this time, and the extent to which these were effectively defended. Aims included the ending of isolation, the removal of continental support for the Jacobites, the defence of Hanoverian interests in the Baltic (whilst making these appear to be synonymous with British interests) and increasing the opportunities for overseas trade. In the Baltic, Hanoverian interests almost dragged Britain into the Great Northern War, initially against Sweden and, later, Russia; Stanhope was able, without directly entering the war, to help Hanover to secure Bremen and Werden from Sweden and to persuade the Russians not to advance beyond Mecklenburg. In Western Europe, he was able to end British isolation with the Anglo-French Alliance, the Triple Alliance, and finally the Quadruple Alliance (with Austria); the focus of the latter was the growing aggression of Spain, and the resulting war with Spain (1718-9) paved the way for improved trading opportunities. Whilst some issues were still unresolved on his departure in 1721, Stanhope had on the whole brought stability at a time of considerable uncertainty. Candidates should also refer to other factors contributing to success, such as the desire for British friendship in the post-Utrecht era from countries like France and the United Provinces, and the widespread desire for sustained peace to enable recovery from the War of Spanish Succession.

At lower levels, candidates may well supply narrative responses, with little clear identification of British aims and little real balance. 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 clear links between aims and achievements, with clear detail on the specific issues.

Question 3

- (a) Comment on “enclosure” 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 villages previously organised for strip-farming adopted a system of enclosed farms. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. may comment on the extent of enclosure during this period, or the extent to which enclosure may have already occurred. **2-3**

- (b) Explain why landowners increasingly sought Acts of Parliament to enclose their land after 1741. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue, e.g. may refer in general terms to weaknesses of the previous system. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. may refer to specific limitations of the previous system (such as limited productivity and general unsuitability for sustaining an economy based on industrial development), or supposed benefits of enclosure (such as increased opportunities for experimentation with new methods and techniques), or the impact of external factors (such as population growth). Some mention should be made of the difficulties in obtaining sufficient support for voluntary enclosure. **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. may well comment on the specific figures of parliamentary enclosure provided in the stimulus, contrasting the opportunities thus provided with the earlier system of consensual enclosure. **6-7**

- (c) Explain the importance of agriculture, in relation to other factors, in explaining the growth and 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.

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 about the growing tension between the American colonists and the British governments in the years leading to 1775?

(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 focus very much on the attitude and actions of the colonists. Source B, a contemporary British source, concentrates on what it regards as the unreasonable attitude of the colonists: they were excessively proud of their role in the victory over France, they conveniently forgot that the war had mainly been fought for their protection, they had been motivated more by self-interest than by loyalty, they demonstrated hypocrisy with their protestations of loyalty, and they indulged in acts of provocation. Source A is less obviously critical of the colonists, and focuses much more on the actual issues: taxation in paragraph one, and commercial issues in paragraph two. However, there is also reference to ‘young radicals’, with the implication that the issues might be little more than an excuse.

Candidates may well find it easier to identify ‘disagreement’ rather than ‘agreement’, and some credit will be given for this. However, there are some points of agreement: the clear determination of colonists to decide their own future, the use of resolutions/petitions by the colonists, and the acknowledgement (at least nominally) of obedience/loyalty to the British Parliament

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

‘The outbreak of the War of American Independence was due more to the incompetence of successive British governments than to the actions of the American 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. Source B would suggest that the outbreak of war was due to the attitude of the colonists, stretching back at least as far as the Seven Years’ War; more perceptive candidates should, however, challenge the impartiality of this source. Source A takes a similar, if more balanced, view, based on opinions expressed mainly by younger colonists circa 1764. Source C is more focussed on the role of British governments, mentioning the firmer approach to colonial government following the end of the Seven Years’ War, combined with the lack of both clear planning and continuity between governments. Also, there was a widespread ignorance of colonial issues and no real attempt to investigate these. From their own knowledge, candidates might well refer to specific policies followed by British governments (e.g. Sugar Act, Stamp Act, Declaratory Act, Townshend’s Duties), and to the colonists’ responses to these (e.g. Boston Tea Party); also, reference may be made to spontaneous

incidents, such as the Boston Massacre of 1770, and the impact of measures not directly aimed at the American situation, such as the Quebec Act of 1774. On the whole, actions of the British Governments were the main driving force in the 1760s, whilst the colonists themselves, influenced by radicals like Sam Adams, determined the pace of activity in the early 1770s.

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, make 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

“European rather than colonial considerations were the main reasons for British involvement in the Seven Years’ War.”

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. 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

To what extent does the youth and inexperience of George III, rather than the ambitions of politicians, explain the political instability which Britain experienced in the 1760s?

(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

The question should lead candidates to discuss the whole issue of George III's motivation, with candidates hopefully contrasting the traditional Whig interpretation of George as a malicious figure 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. The quotation supports the former view, and candidates should be able to comment all three aspects: his youth (22), his inexperience (isolated from his grandfather in the latter years of the previous reign by the revival of the Leicester House connexion), and his apparent determination to make at least some changes in the nature of government. Most debate will focus on the nature and extent of these changes, with candidates rewarded in terms of their ability to support their arguments with factual substance. Although the focus should be on the role of George III, candidates may well supplement their responses with other explanations for the political instability, notably the attitude of the leading Whigs, the absence of the reversionary factor, the limited abilities of many of the appointed ministers (some of whom, like Pitt the Elder, who might have been expected to perform better than they did), and the emergence of difficult issues (such as the American crisis). At lower levels, responses may well consist of assertion and/or undirected narrative. At Level 3, candidates should be able to identify the main issues, even though responses may lack depth/balance. At higher levels, look for a clear awareness of the historical debate, and an ability to link this clearly to the terms of the question.

Question 4

“A mischievous troublemaker, rather than a man of genuine principle.” How valid is this assessment of John Wilkes, with regard to his political activities 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' 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, 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 circumstances 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 assess motivation. At Level 3, there will be definite awareness of the weaknesses of Wilkes, but responses will lack balance and/or depth. At higher levels, look for a relatively balanced assessment of a figure whose main contributions were to raise rather than resolve issues, and to encourage the growth of English radicalism.

Question 5

“Enclosure, rather than the development of new techniques, was the real reason for agricultural progress in the latter half of the eighteenth century.”
How valid is 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 should show knowledge of the steady increase of parliamentary enclosure during this period, and the impact which this had on both the economic and social aspects of rural life (i.e. the increased scope for the implementation of new techniques, the steadily increasing levels of productivity, and the rise of a new class of prosperous farmers). This should be contrasted with the nature of the new techniques and developments, without which progress might well have been significantly less (i.e. the selective breeding advances made by Bakewell and the Colling brothers, and the earlier contributions of Jethro Tull and Charles Townshend, which only began to impact on a wide scale after c1750). Candidates may also refer to the impact of Coke’s model farm at Holkham, the work of propagandists such as Arthur Young, and the impact of external factors such as the Revolutionary Wars. At lower levels responses will be relatively light and random, showing little real appreciation of the broader picture. 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 agricultural developments, with agricultural change set within the broader context of the economic transformation of Britain at this time.

Question 6

To what extent were geographical factors, rather than military or political factors, responsible for the loss of the 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

Geographical factors 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. Candidates should point out the inexperience of British troops in dealing with local opposition and obstruction, and the delays and misunderstandings which resulted from the trans-Atlantic communication problem. All this should be contrasted with the mistakes made by British commanders on the ground, the abilities of some colonial commanders (notably Washington), the determination of British politicians to retain firm control of the direction of the war, and the failure of these politicians to realise the seriousness of the British position in North America. Candidates may also comment on the extent to which French and Spanish intervention affected the outcome. At lower levels, candidates may well supply generalised observations, or relatively undirected narrative. 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 7

“A successful Prime Minister, whose domestic achievements were overshadowed by the loss of the American colonies.”

To what extent is this a valid comment on 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 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 1779 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 focussing 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

Assess the validity of the view that Pitt the Younger's main domestic achievements between 1783 and 1792 lay in the finance rather than administration. (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 must be made to discriminate between the two areas, candidates may well point out that some reforms fall into both categories, and therefore an approach which examines specific reforms from both angles may well be appropriate. Against a background of deepening financial crisis, with a steadily rising National Debt, Pitt found himself under pressure to cut expenditure drastically whilst raising new taxes; in addition, he sought to ensure that most revenue raised actually reached the treasury. In this context, 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 a Sinking Fund, the Treasury Commission of Audit, rationalisation of the revenue services, and the Consolidated Fund. More specifically administrative measures (though not without financial implications) include the 1784 India Act, the failed attempt at parliamentary reform in 1785, and the attempt to move away from sinecures by promoting men of proven ability. At lower levels, candidates will offer little more than limited narrative responses. At Level 3, look for some attempt to distinguish between administrative and financial reform, but responses may well lack clarity and/or balance. At higher levels, look for genuine perception of Pitt's aims, and awareness of the administrative and financial nature of his achievements.

Alternative P: Britain 1714-1802**A2 Unit 6: Politics and Patronage in the Later Years of George II, 1748-1760****Question 1**

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

Assess the validity of the view expressed in **Source A** about the problems involved in forming a viable ministry on the death of Henry Pelham. (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract and the interpretation it contains. 1-2
- L2: Demonstrates understanding of the interpretation and relates to own knowledge. 3-5
- L3: As L2, and evaluation of the interpretation is partial. 6-8
- L4: Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well supported judgement on its validity. 9-10

Indicative content

Source A initially suggests difficulties in controlling the Commons from the Lords. It goes on to state that royal disapproval was the reason for no real attempt being made to involve Pitt in the new ministry. It also blames Newcastle's ambitions for the ultimate failure to involve Fox in the ministry. Overall, the emphasis would seem to be that personalities and ambitions were more important than policies in determining the composition of a government. Candidates can challenge all of these views: Newcastle's role both as Prime Minister and a major source of patronage suggested that the Lords was far from impotent; Source C suggests that Pitt's omission may have been due as much to his own strategy as to royal opinion; Fox was a faction-leader of dubious temperament and therefore of uncertain value; various issues had manifested themselves during Pelham's Ministry. At Level 1, candidates may do little more than summarise bits of the passage. At Level 2, this summary may well be more evenly balanced, with some perception of issues. At Level 3, there will be greater perception of issues, and genuine understanding. At Level 4, candidates will identify a range of views, with genuine attempt to debate validity.

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

How useful is **Source B** as evidence about the ambitions of William Pitt for high political office in the later years of George II's reign? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract in relation to the issue presented in the question. **1-2**
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

Indicative content

The letter is from Pitt himself to a leading member of the Cabinet immediately after his lack of appointment to office. Although the purpose could be strategic, the letter has a convincing tone and advances valid arguments: Pitt could well have felt frustration, he was certainly out of favour with the crown, and he must have resented the appointment of lesser figures over his head. From own knowledge, candidates may refer to examples of Pitt's political ambition, both before and after this particular incident, to challenge the validity of the views expressed in the source; the tone of the letter itself suggests that it might well have been written in order to extract concessions. At Level 1, candidates may well summarise the source, with a bland assertion of value. At Level 2, answers may demonstrate some understanding that the source has value as a piece of primary evidence, but limitations because of its biased nature. At Level 3, candidates supply clear information to substantiate these arguments. At Level 4, candidates will demonstrate clear awareness of the value and limitations of the source, clearly expressed against the context of the period.

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

“Considerations of ambition and personal gain were much more important than genuine principles in determining the actions of politicians in the later years of George II.”

Assess the validity of this statement. (20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate 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 the wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

Source B gives some insight into the views of Pitt, although it can be used to defend both sides of the argument: there is the clear suggestion that Pitt was motivated by personal ambition, but also the reference to the impact of policies (‘the present circumstances’). Source C is again focussed on Pitt, with the clear implication that politics at that time was dominated by personalities, relationships and naked ambition, rather than issues of principle; the more alert candidates might well point out the contrast between Pitt’s mournful assessment of his own prospects in Source B and the suggestion in Source C that he was firmly in control of his own destiny. Source A puts the focus much more on Fox and Newcastle, suggesting that both were motivated by personal ambition. From their own knowledge, candidates might refer to issues across a wider area than that covered in the sources: examples of ambition/personal gain might well be contrasted with examination of

some of the motives behind the reforms of Pelham's ministry, or issues of principle raised by the impending Seven Years' War.

Candidates should make some attempt to demonstrate understanding of historiography. Pitt is clearly a central figure both in the sources and in the period as a whole. Jeremy Black in 'Pitt the Elder' regards Pitt as a somewhat unorthodox politician, but one with whom the national interest could be associated, largely because he seemed distinct from the political groupings of the time. Other historians, however, tend to regard Pitt as an opportunistic rather than principled politician (notably O'Gorman and Speck).

Level 1 and Level 2 responses may well be predominantly narrative, with more substance in the Level 2 responses. At Level 3, candidates will focus more clearly on the issues, though there may be some lack of balance and/or judgement. At Level 4, candidates will produce focussed responses, dealing with clear and precise examples. At Level 5, candidates will demonstrate a wide appreciation of the period as a whole, linking their arguments clearly to the context, and must demonstrate awareness of the historiographical debate.