



General Certificate in Education

A2 History 6041

Alternative P Unit 6W

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 6: Politics and Patronage in the Later Years of George II, 1748–1760

(a) Study **Source A** and use your own knowledge.

Assess the validity of the view in **Source A** about control of the House of Commons during Newcastle's ministry. (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 suggests that Newcastle's position in the House of Lords would result in difficulties in controlling the Commons. It goes on to state that Newcastle needed a cabinet minister in the House of Commons who had easy access to, and enjoyed the support of, the Crown; no minister could function effectively in the House of Commons without the latter. Candidates may well challenge these views: on becoming Prime Minister in 1754, Newcastle initially avoided appointing to the cabinet the obvious leading politicians in the Commons, Pitt and Fox, and still managed to win the 1754 election. When taking Fox into the cabinet in 1755 Newcastle remained the dominant force. It was only problems following the advent of a major war which forced Newcastle to resign in 1756, and, when he returned in partnership with Pitt, it could be argued that Pitt's position was dependant on Newcastle's continuing support. George II never really trusted Fox or Pitt and the key to stability appeared to be the link between the Crown and Newcastle, with the latter ensuring Commons support via the use of patronage. 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) Study **Source B** and use your own knowledge.

How useful is **Source B** as evidence about the attitude of leading politicians towards opposition in the later years of George II's reign? (10 marks)

Target: A01.1, 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 Lord Hardwicke, who had served as Lord Chancellor from 1737 until Newcastle's resignation in November 1756. His view on opposition is apparently principled, though candidates may well suggest that this may have been an attempt to influence his colleague Newcastle, whose position and attitude would be more open to public notice. Hardwicke felt that the idea of opposition to the Crown was 'most wicked' and by nature oppositions tended to be more corrupt than governments. Thus he advocated a neutral approach, dealing with each issue as it arose. However, although this would be a noble approach, Hardwicke conceded it would do little to stimulate party unity. From own knowledge, candidates may refer to various examples of opposition politicians at this time, bearing in mind that until 1756 opposition MPs were mainly disaffected Whigs who had split from the leadership, whereas in 1756 Prime minister Newcastle had resigned and effectively gone into opposition. Newcastle expressed similar ideas to those of Hardwicke, though it could be argued that he did not apply them in practice. Pitt and Fox could both be used as examples of politicians who behaved in a ruthless and ambitious fashion whilst in opposition. 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, with some reference to provenance. At Level 3 candidates supply clear examples to substantiate their arguments. At Level 4, candidates will demonstrate clear awareness of the value and limitations of the source, clearly expressed against the context of a period.

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

‘Despite the lack of organised opposition, prime ministers experienced problems in maintaining parliamentary support 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 A supports the contention to some extent, pointing out the need of a prime minister to work hard to ensure the support of both the House of Commons and the Crown. Source B suggests that senior opposition politicians might behave responsibly and that there would be no unreasonable opposition; however, candidates should place this in its context, and may well suggest that Hardwicke was not a typical politician. Source C suggests that the task was not easy, given some indication of the task faced by Newcastle in attempting to ensure harmony within either his or Pelham’s government; success was due to very lengthy experience, to the wide application of patronage, and to well-developed management skills. From their own knowledge candidates should be able to refer to the activities of Pitt and Fox, both of whom provided at best, inconsistent support for the governments of this period, despite ostensibly belonging to the party of government; for example, as Paymaster General from 1746, Pitt had been supportive of Pelham’s relatively popular ministry, but was pushed towards opposition when Newcastle failed to promote him in 1754, and was to prove a major embarrassment to Newcastle on foreign policy issues, leading to Newcastle’s resignation in 1756. Candidates may also refer to the existence of a reversionary interest, centred on the Prince of Wales’ court, until

the latter's death in 1751. Newcastle's personality and the deteriorating international scene also stimulated opposition after 1754.

Candidates should make some attempt to comment on historiography. Holmes and Szechi are somewhat dismissive about the impact of the Prince of Wales and the reversionary factor, whilst O'Gorman clearly puts more emphasis on internal divisions. In his biography of Pitt, Black clearly sees him as the victim of circumstances to a considerable extent, whilst conceding that his contentious behaviour was in part due to poor health and the fact that he was, in the context of the times, an outsider.