



# General Certificate of Education

## History 5041/6041

*Alternative P Britain, 1714–1802*

# Mark Scheme

*2006 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**

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#### **A: INTRODUCTION**

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

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

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

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 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.
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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.

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**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.



## June 2006

### Alternative P: Britain, 1714 – 1802

#### AS Unit 2: Early Georgian Britain, 1714 – 1748

##### Question 1

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

Explain briefly what is meant by ‘the Treaty of Hanover of 1725’ (line 6) in the context of British foreign policy in the mid-1720s. (3 marks)

*Target: AO1.1, AO2*

- L1: Basic explanation of the term using the source, e.g. understands that the term refers to an agreement between Britain, France and Prussia. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. may explain how the treaty was a response to closer relations between the Habsburg powers (Spain and Austria), as manifested in the Treaty of Vienna of 1725. May also comment on growing British concerns over Austrian commercial activities (as mentioned in the extract), or that the treaty was a further attempt to consolidate the Anglo-French agreement of 1716. **2-3**

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

How useful is **Source B** as evidence about the reasons for the outbreak of war with Spain in 1739? (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. states that it was very much a contemporary source. **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 mention the nature of the source as an official government statement of policy. Should also point out how the value of the source is compromised by the use of emotive/biased language (e.g. ‘unjust’ seizure of British ships, reference to the insult to the British flag). Should make at least some reference to the omissions from the source. **3-5**

L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. shows awareness of the limitations of primary sources, and makes clear reference to omissions, such as the lack of clear examples of Spanish actions (e.g. Jenkins’s Ear) and the lack of any reference to British abuses (e.g. the frequent abuse of the ‘assiento’). **6-7**

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

‘Walpole’s main aim in foreign policy between 1722 and 1742 was to protect British trading interests.’

Explain why you agree or disagree with this statement. **(15 marks)**

Level descriptors for response with use of sources and own knowledge

*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 *either* on own knowledge *or* the sources. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

***Or***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

***Or***

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

### Indicative content

Source A is entirely focused on the mercantile issue, regarding this as the sole reason for the Hanover Treaty. Source B is largely focused on the importance of mercantile considerations, but does make some reference to the insults to national pride, and sets the whole argument against the background of the legality of the British position. Source C points out a wider

range of factors, notably the importance of securing a sustained period of peace, which would enable Walpole to pursue domestic objectives, and would secure the Hanoverian dynasty by ending the Jacobite threat. From their own knowledge, candidates should be able to refer to other factors, such as the defence of Hanover and the continuation of the French alliance (established 1716). Candidates should also be able to develop the factors raised in the sources, and to apply all factors, as appropriate, to the events of the period in question. Level 1 and Level 2 answers will tend to be either vague and generalised, or based on extensive literal paraphrasing of the sources. At Level 3, the answer will provide a reasoned debate, though perhaps lacking in depth and/or balance, and may well have excessive emphasis on the importance of mercantile considerations. 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 mercantile considerations and other factors.

## Question 2

- (a) Comment on ‘the Peerage Bill’ in the context of British politics in the early years of the reign of George I. (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 Bill limited royal power to appoint future peers. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. may point out that the Bill was intended to preserve the existing Whig domination of the House of Lords, that it sought to achieve for the Lords what the Septennial Act had already achieved with the Commons, or that it failed because the Commons as a whole was unwilling to see the Whig establishment obtain unquestioned domination over both Houses. **2-3**

- (b) Explain the reasons for opposition to Stanhope’s government between 1714 and 1721. (7 marks)

*Target: AO1.1, AO2*

L1: Demonstrates implicit understanding of the issue, e.g. by pointing out that Catholics would be opposed to the Protestant Hanoverian dynasty. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. shows knowledge of the Tory position in and after 1714, the Tory links with the Jacobites, and the growing disillusionment of Townshend and Walpole with the Whig leadership, resulting in the emergence of an opposition within government ranks by 1719. **3-5**

L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. should point out the severe limitations on Tory effectiveness by c1720, and should be aware that the most effective and dangerous opposition was, in reality, to be found within the Whig party itself. **6-7**

- (c) Explain the importance of George I's support, in relation to other factors, in explaining the survival of Stanhope's government to 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**

George I initially had some reservations about the Whigs, in view of their close association with the 'Glorious Revolution' and the attempt to reduce royal authority, and therefore included some Tories amongst his early ministers. However, the 1715 Rebellion and the association of Tories such as Bolingbroke with this, gave a determined Stanhope the opportunity to conduct a widespread purge of Tories at both central and regional level. George I was suitably grateful, and supported subsequent Whig initiatives to consolidate both the Hanoverian Succession and their own power (e.g. the Septennial Act, the repeal of the Occasional Conformity and Schism Acts). However, the Whigs did not feel totally confident about sustained royal support, hence their attempt to pass the Peerage Bill. Candidates should contrast royal support with other factors contributing to Whig domination, such as the calculated determination of Stanhope, the failure of the Tories to emerge as a credible opposition focus, and the impact of the Jacobite Rebellion.

Level 1 and 2 responses will be very generalised, or at best provide an uncritical and descriptive answer with some detail. At Level 3 and above, look for some awareness of the factors contributing to the emergence of Whig domination, but responses may lack balance or depth. At Level 4 and Level 5 there will be a balanced assessment of the key factors, with the most able candidates pointing out that the strength of the Whig position by 1720 was somewhat illusory (their failure to secure the Peerage Bill, the refusal of Townshend/Walpole to give firm support to Stanhope, and the developing problems with the South Sea Company).

### Question 3

- (a) Comment on ‘Newcomen steam pumps’ in the context of early industrialisation. (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 purpose of the steam pump was to drain flooded mineshafts. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. may point out the serious hindrance caused by flooded mineshafts, or the relatively high cost of operating the machines. **2-3**

- (b) Explain why the growth of the iron industry was limited in the first half of the eighteenth century. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. reference to lack of technological developments. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. shows awareness of the factors which limited developments in iron at this time (i.e. the role of the Darby family, the failure to publicize the development of the coking process at Coalbrookdale). **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. such as limited public demand and limited transport opportunities with specific factors such as the unsuitability of coal as a fuel, the secrecy of the Darby family over the new coke-smelting process, and the availability of cheap imports. **6-7**

- (c) Explain the importance of technological developments, in relation to other factors, in explaining industrial development in Britain in the years 1714 to 1748. (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**

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- 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 examine a range of areas of economic growth and development in the early eighteenth century. They should be aware of growth in the infrastructure, which arguably was more important for future development than the more conspicuous evidence of technological development. They should also be aware of the interdependency of the various industries. Coal did see increased productivity as a result of Newcomen's pump, but little real progress was made with safety issues until later in the century; however, increased productivity did ensure that essential fuel was available for iron, and later in the century for cotton. In cotton, Kay's Flying Shuttle led to some improvements in the weaving process, but there was little overall progress until improvements in spinning, later in the century. With iron, the development of the coke-smelting process by Abraham Darby had only limited impact due to the policy of secrecy followed by the Darby family. Candidates should examine other factors, such as the beginnings of an entrepreneurial culture, the inter-relationship between different industries, and the impact of increasing trade.

Lower level responses will probably be largely assertive, with relatively random reference to developments. At Level 3, candidates should present a more focused response, with emphasis on technological developments. At Level 4 and Level 5, there will be a clear assessment made of the extent of progress during this period, using selected specific evidence to support argument, and with a clear attempt at judgement between technological development and the other valid factors.

## June 2006

### 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 abilities of the Earl of Bute? (10 marks)

*Target: AO1.1, AO1.2*

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

#### Indicative content

Source A is not unsympathetic to Bute, stating that he was not without some ability, and had demonstrated considerable skill in handling the peace negotiations; however, it does acknowledge that Bute suffered some defects of character. Real blame for the fall of his ministry is placed with George III, who specifically appointed a Prime Minister from outside the accepted political figures of the time, then further damaged Bute's position by forcing particular policies upon him and insisting that all issues brought to Bute by lesser ministers should then be discussed with George. Source B is more critical of Bute, due to his limited experience, limited skills, and the rather naïve advice proffered to George III. George III does not escape blame entirely (he was responsible for choosing Bute), and both men were accused of harbouring resentment against those who had monopolized power under George II. From own knowledge, candidates may refer to other examples of Bute's conduct of policy, or attitude to various issues. Descriptive/summary responses should proceed no higher than top Level 2. For Level 3, there should be some definite attempt to identify similarities. For Level 4 and above, look for clear balanced appreciation of the strengths and limitations of Bute, based on the context of both extracts.

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

‘It was the determination of George III to reform government, rather than the actions of his ministers, which caused the instability of the 1760s.’

Assess the validity of this opinion.

(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. Source A suggests that George III was a determined monarch with a definite plan of action; he kept Bute under pressure, and required him to discuss all issues raised by ministers. Source B, on the other hand, states there was ‘no great conspiracy against liberty and the constitution’: the suggestion is that Bute, as a former tutor, was largely responsible for George’s ideas, and the schemes of both men did not extend beyond resentment of George II’s ministers and a desire to humiliate these specific politicians. Source C states that George III clearly aimed to make changes: he wanted to purify politics, to purge corruption, to free the crown from the control of Whig magnates, and to end the German War.

From own knowledge, candidates may well refer to the long-established debate about the intentions of George III. Contemporary Whig politicians such as Burke, regarded George III as a tyrant setting out to overthrow democratic values. Historians like Namier have argued that George III may have been ill-educated and tactless, but deny that he had any intentions beyond a return to the political balance which had existed at the beginning of the reign of



George II; the lack of a Reversionary Interest forced politicians to find supposed political grievances behind which they could rally. Criticism of George III should be contrasted with the failings and weaknesses of his various ministers, notably Bute, Grenville, Rockingham, Chatham and Grafton. Candidates should substantiate their arguments with reference to the examples of ministerial instability during the 1760s, and George III's role in these.

At lower levels, expect generalized observations, mainly based on extractions from the sources. At Level 3, there should be some analysis aimed at the demands of the question, but factual support may be limited. At Level 4 and above, look for a balanced and wide-ranging response, examining both major strands of debate, and reaching a supported judgement.

## 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**

To what extent were Britain's commercial and diplomatic motives in entering the Seven Years' War satisfied by the Treaty of Paris? (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 various reasons for British involvement in the Seven Years' War, and the extent to which British gains justified this involvement. On the commercial side, candidates should mention commercial ambitions in Canada and India; on the diplomatic side, they should comment on the need to preserve a balance of power in Europe, the long-standing need to protect Hanover, and the need to resist any attempted extension of French power. The Treaty of Paris saw considerable British gains in Canada and India, mainly at the expense of France. However, Bute was criticised by Pitt on various grounds: Pitt claimed that French retention of Newfoundland fishing rights and the sugar islands of Guadeloupe and Martinique were of greater significance than her losses (Britain remained vulnerable to French pressure in the Caribbean), and Britain had arguably abandoned her Prussian ally. On the other hand, it could be argued that the alternative to this treaty would have been a longer, and therefore more costly, war with France. Overall, there was a mixed outcome on both the commercial and diplomatic fronts.

Level 1 answers will be unfocused and unsteady narration. Level 2 responses will have greater substance, but will remain essentially narrative. At Level 3, there will be some distinction between commercial and diplomatic sides, and some attempt will be made to balance reasons with outcomes, but the responses will lack balance. At Level 4, there will be genuine focus on the link between objectives and outcomes, though judgement may be partial. At Level 5, there will be a clear and balanced attempt to assess British gains in the context of the original reasons for conflict.

### Question 3

‘The outbreak of the War of American Independence was due more to the incompetence of successive British governments than to the principles of the American colonists.’

How valid is this opinion? (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

British governments were quite insensitive to the feelings and opinions of American colonists. Britain felt the colonies existed mainly for the benefit of the mother country, as reflected in legislation such as the Navigation Laws. Within this context, they were prepared to allow some degree of colonial self-administration and development, but anticipated no real problem with the imposition of additional taxes in order to recoup some of the costs of the Seven Years’ War, and even when later making concessions, continued to introduce provocative measures like the Declaratory Act. British incompetence can be seen not only with the steady stream of taxation measures, but also with politically insensitive measures such as the Quebec Act. The colonists had clear principles, placing considerable emphasis on the significance of the colonial assemblies and developing the concept of ‘no taxation without representation’. However, there was an excessive readiness to respond with violent protest rather than negotiation (i.e. the Boston Tea Party) and a determination on the part of some to ensure that no political solution occurred.

At lower levels, responses will be narrative. At Level 3, look for some attempt to address the terms of the question, though there will be some lack of balance, and candidates may concentrate almost exclusively on principle or incompetence. At higher levels, look for a genuine attempt to address both colonists’ principles and British incompetence.

### Question 4

‘John Wilkes was motivated more by public interest than by self-interest in his attempts to arouse the political conscience of the nation.’

To what extent do you agree with 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**

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## Indicative content

Candidates should examine the objectives of John Wilkes, and the extent to which he sought personal notoriety or the advancement of public liberties. Wilkes's objectives centred on freedom of speech and the rights to parliamentary electors, though circumstances also drew him into the debate on the legitimacy of general warrants. His critics, both then and later, would argue that he was largely motivated by self-interest and self-glorification; however, there can be little doubt that Wilkes roused public interest and awareness, which he may well not have anticipated. Assessment of Wilkes's achievements should involve the article in 'North Briton No. 45', the subsequent campaign against the use of general warrants, the Middlesex elections of 1768, and his later attempts to ensure the publication of parliamentary debates; success was limited and qualified, and arguably Wilkes's main contribution was to bring about the end of general warrants and to establish a radical tradition which others were to build on (e.g. Wyvill). Wilkes's influence had dwindled by the mid-1770s, possibly because North's sensible decision to allow Wilkes to stand for Middlesex in 1774 defused public anger, and also because the outbreak of the War of American Independence made revolutionary ideas unfashionable in Britain.

At lower levels, responses will be narrative, of varying depth and quality. Level 3 responses will cover both public appeal and achievements, but will lack balance. For higher levels, look for a balanced assessment of Wilkes's impact, both in terms of immediate support and long-term achievements.

## Question 5

How valid is the view that it was the British who lost the War of American Independence rather than the Americans who won it? (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, when dealing with the failings of the British campaign, should show awareness of the limitations of the British military campaign in North America, and of the long-term inability of British politicians to understand 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 also 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 and the inexperience of British troops in dealing with these factors. 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).

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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 a lack of balance. At higher levels, candidates will make a balanced judgement, showing genuine perception of the major factors.

### Question 6

‘The growth of the cotton industry may well have been spectacular, but it was developments in iron which laid the real foundations for Britain’s industrial revolution.’

How valid is this view with reference to the years 1748 to 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 demonstrate knowledge of the iron and cotton industries during the relevant period. In both cases, considerable technological developments occurred; the advances made by the Darbys and Henry Cort in the iron industry, contrasted with the various spinning and weaving inventions in the cotton industry. There were substantial increases both in production and in quality, and candidates may well supply statistical data. Iron proved to be a valuable service industry, supplying and powering the new textile machinery. On the other hand, cotton did see the most spectacular increases in productivity, provided a ready market for iron, and also resulted in the rise of a factory system.

Level 1 responses will tend to be little more than sketchy narrative; Level 2 will also tend towards narration, if more substantial. At Level 3, some element of judgement will clearly be present, though balance may be lacking. At Level 4 and above, responses will demonstrate good evidence, balance and judgement.

### Question 7

‘He brought stability to government, but achieved little more than this in domestic affairs.’

How valid is this view of Lord North, in the context of his ministry of 1770 to 1782? (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**

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## Indicative content

Candidates will be expected to examine North's achievements in the domestic sphere, contrasting these with his contribution to political stability. North's ministry lasted from 1770 to 1782, an impressive achievement on the surface, and contrasting noticeably with the ministerial instability of the first decade of George III's reign. North worked well with George and, at least until beset by problems in the American War, kept a united Cabinet. The relative lack of major issues in the early years of the ministry undoubtedly helped, but the Rockingham Whigs were looking for the opportunity to overthrow what they regarded as a corrupt government in the service of the King, and took full advantage of the failings of the American war to turn opinion against North. In domestic affairs, North's achievements were limited, but not negligible: in finance, continuing his work as Chancellor of the Exchequer from 1767, he attempted to build up a budget surplus, and avoided increases in the land tax, establishing an approach which Pitt the Younger was to follow with some considerable success later. Candidates may also mention Irish affairs, where his trade concessions of 1779 brought him some popularity in Ireland and played a major role in avoiding Irish agitation at a difficult time.

At lower levels, response may well focus primarily on American issues, or be predominantly narrative. Level 3 responses will cover all areas identified in the question, but may lack balance. At higher levels, look for a balanced appreciation of the role of a sometimes under-appreciated Prime Minister.

## Question 8

‘An irritating distraction to the government, rather than a serious threat to national security.’

How valid is this view of the Radical movement in the years 1789 to 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 will need to examine the nature and extent of the threat posed to government by Radical movements, at a time when government was faced with the challenge of the French Revolution. Radical movements at this time were socially widespread, involving the lower classes to a much greater extent than had been the case at any time since the Civil War. Candidates should mention movements like the London Corresponding Society and the more middle-class Society for Constitutional Information, together with the role of Radical leaders like Tom Paine, Thomas Hardy, John Cartwright and Horne Tooke, and the impact of *The Rights of Man*. All of the above challenged the political establishment, but through debate rather than violence, and their influence was relatively limited. Government response firmly dealt with individuals and outbreaks of disorder, but arguably this was an over-reaction, even in years of high unrest like 1795. Ultimately, the Radical threat proved to be illusory rather than real. Some candidates may refer to the United Irishmen and the Irish Rebellion of 1798, but do not expect reference to Ireland.

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At lower levels, responses will be essentially narrative. At Level 3, there should be a definite attempt to assess the extent of the threat, but this may well lack depth and/or balance. At higher levels, look for sustained debate and judgement.

**June 2006**

**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 in **Source A** about the qualities of the Duke of Newcastle. (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**

From the extract, candidates should note Newcastle's somewhat eccentric behaviour, and public awareness of this. However, Speck comments on Newcastle's long tenure of high office and concludes that Newcastle was admirably suited to support, though not to lead. From their own knowledge, candidates should support this view, or advance the view that his abilities were limited (tenure of high office due to wealth and connections with his brother), or advance the view that he was actually a capable politician. On balance, historians tend to be rather dismissive of Newcastle: Holmes and Szechi see him as an obsessively jealous neurotic, whilst Langford comments on Newcastle's failure to work with a succession of fellow Secretaries of State. However, both concede that Newcastle had definite merits, including loyalty, consistency and a sense of duty.

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

How useful is **Source B** as evidence about the nature of patronage in the House of Lords in the 1750s? (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

From the extract, candidates should note that the Duke of Newcastle had promised to reward Lord Saye and Sele for attendance (and presumably support) at the House of Lords. Financial difficulties had prevented Saye and Sele from extending this attendance beyond the agreed period, and Saye and Sele was therefore renewing his plea to Newcastle for support. Candidates may also point out the use of Lord Brooke as an intermediary, and the apparent complicity of the Crown in all this. From their own knowledge, candidates may refer to the substantial wealth of Newcastle, and his willingness to use this to ensure continuing support in both Lords and Commons. Mention may also be made of the importance of securing support in the Lords at this time, and candidates may supply examples of other recipients of Newcastle's favours. There is no evidence within the source that political opinion or principle played any role in the way Saye and Sele cast his vote. Candidates may comment on provenance (the reliability of private correspondence), or on the somewhat elaborate style of Saye and Sele's argument.

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

'Newcastle's main contribution to government lay in securing support through patronage rather than through his policies.'

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**
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- 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 suggests Newcastle's contribution to the conduct of policy was somewhat mixed, though Speck concluded that he had a valid contribution to make; nevertheless, the suspicion remains that he may not have been in a position to make this contribution had it not been for the influence which his undoubted wealth ensured. Source B clearly outlines the important role played by Newcastle in ensuring sufficient support for the government in both Houses of Parliament. Source C examines a relatively limited but highly important phase of Newcastle's career, towards the end of 1756: having served as one of the two Secretaries of State for 30 years (to March 1754), he had finally become Prime Minister, but his ministry was running into serious difficulties by the later months of 1756, and he was forced to make way for the Pitt-Devonshire ministry in November 1756. Jarrett comments on Newcastle's incompetence, on his attempt to pass the blame for the loss of Minorca to Byng, and on the role his diplomacy played in the outbreak of an unwanted war; he suggests that Pitt's acceptance of high office was due to his unwillingness to allow control of affairs to remain in Newcastle's hands any longer. From own knowledge, candidates should be able to develop the incidents referred to in Source C, and to refer to other issues of the period involving Newcastle. In terms of historiography, virtually all historians acknowledge the over-riding importance of patronage. Most regard Newcastle as one of the least impressive of the leading politicians, certainly in contrast to his half brother and Pitt the Elder (e.g. Longford, O'Gorman), but some do concede that Newcastle had some political astuteness (notably Holmes and Szechi).