



Oxford Cambridge and RSA

AS Level History A

Unit Y139

The Making of Georgian Britain 1678–c.1760

Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour 30 minutes



OCR supplied materials:

- 12 page Answer Booklet

Other materials required:

- None



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|---------------|--|--|--|--|--|------------------|--|--|--|--|
| First name | | | | | | | | | | |
| Last name | | | | | | | | | | |
| Centre number | | | | | | Candidate number | | | | |

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions in Section A and **one** question in Section B.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **8** pages.

Section A**The Glorious Revolution 1678–1689**

Study the three sources and then answer **both** questions.

- 1 Use your knowledge of James II's aims to assess how useful Source B is as evidence that he intended to govern in a similar way to his brother. **[10]**

- 2 Using these three sources in their historical context, assess how far they support the view that from the start of his reign James II was mistrusted. **[20]**

Source A: A Whig comments on James' accession.

Everything is very happy here. Never a king was proclaimed with more applause than he that reigns under the name of James the Second. He is courted by all men, and all orders pay him ready duty and obedience. I doubt not but to see a happy reign.

The Earl of Peterborough to Sir Justinian Isham on James' accession, February 1685

Source B: A Tory member of the gentry comments on James' promises at his accession.

That which in great measure did quiet the minds and apprehensions of the people was the declaration made by King James to the Privy Council immediately after the breath was out of the body of his brother, that he would defend the government of England both in Church and State as by law established; that he would follow the steps of the late king in kindness and lenity towards his people; and that he would defend the just rights and prerogative of the Crown, so would invade no man's property.

Sir John Reresby, Memoirs

Source C: A bishop, who went into exile soon after James' accession, comments on reaction to James' promises.

As soon as the King was dead, orders were presently given for proclaiming his brother. But as there were few tears shed for the former, so there were as few acclamations of joy for the present king. It was a heavy solemnity, and a dead silence, without any disorder and tumult, followed it through the streets. When the Privy Councillors came back from the proclamation and waited on the new King, he made a short speech to them, wherein he began with 'an exposition for the ill opinion that had been entertained of him; promised that he would maintain the liberty and property of the subject; gave them his word that he would defend the Church, because it was a friend to monarchy; but gave them withal to understand that he would not depart from any one branch of his prerogative.' And, upon the King's promise to defend the Church, a new set of addresses went round England, full of loyalty and obedience, without limitation or restriction, as the University of Oxford worded theirs; but the clergy of London taking care to insert that it should be the religion established by law.

Bishop Gilbert Burnet, History of his own Time

Section B**The Making of Georgian Britain**

Answer **ONE** question.

EITHER

- 3*** 'Financial arrangements were the most important part of the revolutionary settlement in England to 1714.' How far do you agree?

[20]

OR

- 4*** To what extent did Walpole owe his long period in office to royal support?

[20]

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Copyright Information:

Source A: Adapted from: The Earl of Peterborough to Sir Justinian Isham on James' accession, February 1685, in Kenyon, J.P. (1986), *The Stuart Constitution, 1603–1688: Documents and Commentary*, Cambridge University Press, UK.

Source B: Adapted from: Sir John Reresby, *Memoirs*, in *Restoration England: The Reign of Charles II (Seminar Studies in History)*, Longman Group, UK.

Source C: Adapted from: Bishop Gilbert Burnet, *History of his own Time*, in Browning, A (ed), (1966), *English Historical Documents 1660–1714. Volume VIII*, Eyre and Spottiswoode, UK.

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...day June 20XX – Morning/Afternoon

AS Level History A

Unit Y139 The Making of Georgian Britain 1678–c.1760

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 50

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log–in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

11. Annotations

| Annotation | Meaning |
|------------|---------|
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12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

| | |
|---------------------------------|---|
| | <i>A02: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i> |
| | Generic mark scheme for Section A, Question 1: Use your knowledge of [specified historical context] to assess how useful Source [...] is as evidence of.... [10] |
| Level 5 9–10 marks | The answer has a good focus on the question. The source is evaluated, using both provenance and relevant knowledge of the historical context that is specified in the question, in order to engage with the source and reach a supported analysis of its utility as evidence for the issue in the question. |
| Level 4 7–8 marks | The answer is mostly focused on the question. The source is evaluated, using both provenance and generally relevant knowledge of the historical context that is specified in the question, in order to engage with the source and produce an analysis of its utility as evidence for the issue in the question. The use of provenance may not be developed. |
| Level 3 5–6 marks | The answer is partially focused on the question. There is partial evaluation of the source, with use of some knowledge of the historical context that is specified in the question, in order to engage with the source and produce a partial analysis of its utility as evidence for the issue in the question. |
| Level 2 3–4 marks | The answer has only limited focus on the question. There is a generalised evaluation of the source, with use of limited knowledge of the historical context that is specified in the question, in order to engage with the source and produce a basic analysis of its utility as evidence for the issue in the question. |
| Level 1 1–2 marks | This answer is on the wider topic area, but not on the detail of the question. There is a very basic evaluation of the source, with very limited use of very generalised knowledge of historical context that is specified in the question, in order to engage with the source in a very limited way to attempt a very simple analysis of its utility. This analysis may primarily take the form of drawing information from the source, and it will be considered more as evidence for the wider topic area than the specific issue in the question. |
| 0 marks | No evidence of understanding or reference to the source. |

| | |
|----------------------------------|---|
| | <i>A02: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i> |
| | Generic mark scheme for Section A, Question 2: How far do the three sources support the view? [20] |
| Level 5 17–20 marks | The answer has a good focus on the question. The sources are evaluated, using both provenance and relevant knowledge of their historical context, in order to engage with the sources and reach a supported analysis of them in relation the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge. |
| Level 4 13–16 marks | The answer is mostly focused on the question. The sources are evaluated, using both provenance and generally relevant knowledge of their historical context, in order to engage with the sources and produce an analysis of them in relation to the question. The use of provenance may not be developed. |
| Level 3 9–12 marks | The answer is partially focused on the question. There is partial evaluation of the sources, with use of some knowledge of their historical context, in order to engage with the sources and produce a partial analysis of them in relation to the question. |
| Level 2 5–8 marks | The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalised knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question. |
| Level 1 1–4 marks | This answer is on the wider topic area, but not on the detail of the question. The sources are evaluated in a very basic way, primarily being used as a source of information with understanding of them being only partial. A very generalised knowledge of historical context is used in a very limited way to engage with the sources and to attempt a very simple analysis of them in relation to the question. |
| 0 marks | No evidence of understanding or reference to the sources. |

| | |
|----------------------------------|---|
| | <i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i> |
| | Generic mark scheme for Section B, Questions 3 and 4: Essay [20] |
| Level 5 17–20 marks | There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated. |
| Level 4 13–16 marks | The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. |
| Level 3 9–12 marks | The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. |
| Level 2 5–8 marks | The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. |
| Level 1 1–4 marks | The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence. |
| 0 marks | No evidence of understanding and no demonstration of any relevant knowledge. |

| Question | Answer | Marks | Guidance |
|----------|--|-------|---|
| 1 | <p>Use your knowledge of James II's aims to assess how useful Source B is as evidence that he intended to govern in a similar way to his brother.</p> <ul style="list-style-type: none"> • In discussing how Source B is useful, answers might consider that it mentions the promise made by James to the Privy Council immediately after the death of Charles II promising to defend the government according to 'law established'. • Answers might consider that Source B mentions that the promises quietened the concerns of the people as property would not be invaded. • Answers might consider the provenance of Source A and that it was written by a member of the Tory gentry who was likely to support the accession of the hereditary monarch. • Answers might consider that this was written immediately James came to the throne and there was no evidence to suggest otherwise. • Answers might consider that James issues this to win support, which had succeeded given the reaction of Reresby, and might not reflect James' true intentions, as became evident later. | 10 | <ul style="list-style-type: none"> • No set answer is expected. • The answer must assess utility for the issue specified. Analysis and evaluation of utility for other issues is not required and should not be credited. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| 2 | <p>Using these three sources in their historical context, assess how far they support the view that from the start of his reign James II was mistrusted.</p> <ul style="list-style-type: none"> • In discussing Source A, answers might show that James was trusted, all parts of society seemed to show their willingness to do their duty to obey him and he was ‘courted’ in that many wanted to show their support. A happy reign would not have been predicted without trust. • In discussing the provenance of Source A, answers might note that this was from an aristocrat to another member of England’s elite: neither would want disruption to the state. The letter would indicate private thoughts and so there is no indication of the earl putting on a public show of obedience as would befit his position. • In discussing the historical context of Source A, answers might argue that after the disruptions of the Exclusion Crisis and the relatively peaceful later years of Charles II, there was a disposition to trust James rather than divide the country. The lack of influential support for Monmouth might confirm this. • In discussing Source B, answers might refer to the existence of apprehension, though the source is evidence of James quieting this, to some extent, by assurances about laws, treatment of subjects and maintenance of existing government in church and state. | 20 | <ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement about the issue in the question. • To be valid judgements, they must be supported by accurate and relevant material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme. |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <ul style="list-style-type: none"> • In discussing the provenance of Source B, answers might comment on the origin – a Tory gentleman concerned about property and taking at face value the assurances and assuming that concerns had been met ‘in great measure’. Here is little to suggest on what this is based or the typicality of the view. • In discussing the historical context of Source B, answers might consider why there was apprehension and whether a Tory gentleman might be typical or atypical of propertied opinion. • In discussing Source C, answers might argue that it does indicate a lack of trust, with the clergy of London insisting on confirmation that the church established by law would be protected. There seems to be little sympathy for Charles or real enthusiasm for James. There could be evidence of trust from the loyal addresses, but these seem dependent on assurances from the King, showing some mistrust. The reference to prerogatives could indicate mistrust. • In discussing the provenance of Source C, answers might point to the obvious opposition of the author to the King given his exile and subsequent support for opposition explaining the hostile tone of the source. | | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <ul style="list-style-type: none">• In discussing the historical context of Source C, answers might know that Oxford was a conservative institution, dedicated to monarchy. Some of the reasons for the lack of popularity of Charles II and lack of enthusiasm for James might confirm the view. Again, the need for James to make the public declaration might be explained. The significance of the reference to prerogatives might be explored. | | |

SPECIMEN

| Question | Answer | Marks | Guidance |
|----------|--|-------|---|
| 3* | <p>‘Financial arrangements were the most important part of the revolutionary settlement in England to 1714.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that financial arrangements were the most important part of the revolutionary settlement, answers might consider that the prevention of levying money without parliamentary approval was illegal. • Answers might consider that the Crown had to accept greater parliamentary control, but the gentry tax-payers had to meet their full obligations. • Answers might consider the importance of the Civil List Act and the abandonment by William of his financial prerogatives. • Answers might consider the Bank of England scheme and parliamentary responsibility for army costs and the servicing of the government’s borrowing debts at the Bank. • In arguing that financial arrangements were not the most important part of the revolutionary settlement, answers might consider the settlement of who should actually reign. • Answers might consider the powers of the monarchy and the religious restrictions. • Answers might consider the issue of religious toleration. • Answers might consider regularity of parliamentary sessions. | 20 | <ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative importance of the extent of the financial arrangements. • At higher levels candidates might establish criteria against which to judge the importance. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| 4* | <p>To what extent did Walpole owe his long period in office to royal support?</p> <ul style="list-style-type: none"> • In arguing that royal support was the most important factor, answers might consider that both George I and George II wanted Whig ministers. • Answers might consider the importance of patronage in sustaining Walpole. • Answers might consider that Walpole was a court favourite, particularly with Queen Caroline and this was the basis of his power. • Answers might consider Walpole’s ability to manage court crises, particularly the relationship between King and Prince of Wales. • In arguing that other factors were more important, answers might consider the importance of the 1716 Septennial Act which made it easier to control the electorate. • Answers might consider Walpole’s use of patronage, his appeal to independents and his policies, such as increasing the Civil List; which appealed to the monarch. • Answers might consider the successes of Walpole which won him support, it might be linked to his abilities as a financier who saved the nation. • Answers might consider Walpole’s peaceful foreign policy and consequent low taxation. | | <ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative importance of the extent of the reasons. • At higher levels candidates might establish criteria against which to judge the reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme. |

Assessment Objectives (AO) Grid

| Question | AO1 | AO2 | AO3 | Total |
|----------|-----|-----|-----|-------|
| 1 | | 10 | | 10 |
| 2 | | 20 | | 20 |
| 3/4 | 20 | | | 20 |
| Totals | 20 | 30 | | 50 |

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