

GCE

History A

Unit **Y139/01**: The Making of Georgian Britain 1678–c.1760

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2017

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Use your knowledge of England in 1687 to assess how useful Source A is as evidence for instability in England in 1687.</p> <p>In discussing how Source A is useful,</p> <ul style="list-style-type: none"> • Answers might consider that the king's policies are causing disquiet and will cause unrest which it will be difficult to control. • Answers might consider that Source A adopts a negative view of the situation in England. • Answers might consider that the writer is not present in England and may not have access to reliable information. • Answers might consider that the king has begun to prepare for an election to return those who would support his policies. • Answers might consider the religious policies that James had been pursuing. 	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 source, in line with descriptions in the levels mark scheme.

2		<p>Using these three sources in their historical context, assess how far they support the view that William of Orange invaded England to protect the Protestant religion and the liberties of England.</p> <ul style="list-style-type: none"> • In discussing how Source A does or does not support the view, answers might refer to the likely disorder in England that would lead to the French army being brought over to support James. • In discussing the provenance of Source A, answer might consider that it was written by a Whig bishop who was in exile and may have been encouraging William to take action. • In discussing the historical context of Source A, answers might consider that James' religious policies and favour towards Catholics had alienated many and he was now embarking on attempting to pack parliament with those who would support his policies. • In discussing how Source B does or does not support the view, answers might refer to it commenting on counselors overturning religion, laws and liberties. • In discussing the provenance of Source B, answers might consider that it is written by William to justify his actions. • In discussing the historical context of Source B, answers might consider how the situation had changed with the birth of a son to James and the changes in the foreign situation that made an invasion possible. • In discussing how Source C does or does not support the view, answers might refer to the view at Court that William was aiming at taking the crown. • In discussing the provenance of Source C, answers might refer to it being written by a Tory MP 	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.
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			<p>who had links with the court.</p> <ul style="list-style-type: none">• In discussing the historical context of Source C, answers might refer to the unrest that was developing in England, with risings in parts of the north and Midlands.		
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3*		<p>Mark Scheme Section B</p> <p>‘The Revolutionary Settlement of 1689 - 1701 was not revolutionary.’ How far do you agree?</p> <p>In arguing that the Revolutionary Settlement was not revolutionary,</p> <ul style="list-style-type: none"> • Answers might consider that it did not change the social or economic structure. • Answers might consider that many of those who carried out the changes would not have viewed themselves as revolutionary. • Answers might consider that James had abdicated and therefore the succession of his daughter was not revolutionary. • Answers might consider that the monarch still retained considerable powers. • Answers might consider that parliament claimed that the settlement was merely a statement of ‘true, ancient and indubitable rights’. • Answers might consider that Roman Catholics and some other faiths were still disadvantaged. <p>In arguing that the Revolutionary Settlement was revolutionary,</p> <ul style="list-style-type: none"> • Answers might consider that the concept of divine right had been destroyed. • Answers might consider that parliament’s position was enhanced. • Answers might consider that the power of the monarchy was limited and there were guarantees against the abuses of power which it was claimed James had committed. • Answers might consider that it prevented England from becoming an absolute monarchy. • Answers might consider that the settlement ended attempts to impose religious uniformity. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to whether the Settlement was revolutionary or not. • At higher Levels candidates might establish criteria against which to judge revolutionary. • 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.
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4*		<p>How successful was British foreign policy under Walpole in the years from 1721 to 1745?</p> <p>In arguing that Walpole’s foreign policy was successful,</p> <ul style="list-style-type: none"> • Answers might argue that he developed the accord with France signed in 1717 and this included protection for Hanover. • Answers might consider that the Treaty of Vienna resolved many tensions in Europe. • Answers might consider that his policy allowed him to reduce land tax and the size of British forces. • Answers might consider that keeping out of the War of Polish succession was a success as the fate of the Polish monarchy was not a direct concern. <p>In arguing that Walpole’s foreign policy was not successful,</p> <ul style="list-style-type: none"> • Answers might consider that peace with France gave the latter the opportunity to recover its strength. • Answers might consider that the Treaty of Vienna displeased the French. • Answers might consider that Britain’s neutrality in the War of Polish Succession damaged its international position. • Answers might consider that George II was worried by British neutrality. • Answers might consider that British merchants felt that Walpole was not prepared to defend their interests against France and Spain. • Answers might consider that his determination to avoid war was seen as a weakness. • Answers might consider that the War of Jenkins’ Ear was not a success. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to whether the foreign policy was successful or not. • At higher Levels candidates might establish criteria against which to judge success. • 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
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APPENDIX 1 – this contains the generic mark scheme grids

	<i>AO2: 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 to 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.

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