

## **GCE**

### **History A**

#### **Y109/01: The making of Georgian Britain 1678-c.1760**

Advanced GCE

#### **2020 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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

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

2. Here is the mark scheme for this question paper.

### How far do you agree questions . . .

The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.

#### **Neither significance nor relative importance are attributed to the features listed.**

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

### Other questions . . .

The indicative content lists features of the period studied that relate to the question set.

#### **Neither significance nor relative importance are attributed to the features listed.**

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

### MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that the first year of James II's reign was a success for the King.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does support the view</b>, answers might refer to James' decision to call parliament and not take the revenues until this had been done, giving the impression of lawful rule, but after that would be less willing to call them.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might consider that it is a letter from the King to French ambassador, who was sympathetic to James' religious and political views.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider that there were concerns about James being a supporter of absolutism and this would give the impression he was not.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement about the issue in the question.</li> <li>• To be valid judgements they must be supported by accurate and relevant material.</li> <li>• At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question.</li> <li>• 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 the descriptions in the levels mark scheme</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>In discussing how Source B does support the view</b>, answers might refer to the manipulation of elections to bring in supporters of the king, the granting of new charters to enable this and the defeat of those who had supported his exclusion.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider that Burnet was opposed to James and went into exile soon after he came to the throne.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider the results of the elections, which were dominated by the Tories. Charles had also remodeled the boroughs in his last year and this played a part in James' success.</li> <li>• <b>In discussing how Source C does and does not support the view</b>, answers might refer to the numbers who rebelled within a year of James coming to the throne, but also the fact the rebellion was defeated.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might consider that it is from the king who wants to persuade Parliament to replace the militia with a standing army.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might refer to the threat of Monmouth's rebellion, the numbers raised and its progress. There might be some discussion about concerns over a standing army and the threat to liberty.</li> <li>• <b>In discussing how Source D does not support the view</b>, answers might refer to the defeats the king suffered in parliament.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might refer to it being written by a Tory MP who at this time supported James.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might consider that opponents believed</li> </ul>		
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2*		<p>James wanted to establish absolutism and that a standing army was the first step. This was made worse because of his Catholicism and he had also overridden the Test Act.</p> <p><b>‘Religious division was the main cause of party conflict during the reign of Queen Anne.’ How far do you agree?</b></p> <p><b>In arguing that religion was the most important reason:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the Tories viewed the Whigs as godless republicans who threatened the Church of England.</li> <li>• <b>Answers might consider</b> that the Whigs saw the Tories as crypto-Catholics.</li> <li>• <b>Answers might consider</b> the role of the High Tories, who loathed occasional conformity and the fact Whigs took communion once a year to avoid the Test Act.</li> <li>• <b>Answers might consider</b> the passing of laws in 1702 and 1703 outlawing occasional conformity and the issue of the ‘tack’.</li> <li>• <b>Answers might consider</b> the Sacheverell affair.</li> <li>• <b>Answers might consider</b> the impact of religion on election results and how the Tories used this to pass the 1714 Schism Act.</li> </ul> <p><b>In arguing that other issues were more important:</b></p>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the main causes of party conflict; but at Level 4, may simply list them.</li> <li>• At Level 5 there will be judgement as to the relative importance of factors.</li> <li>• At higher levels candidates might establish criteria against which to judge the relative importance of factors.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>
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3*		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the Tories believed the Whigs were the dupes of vulgar merchants and financiers.</li> <li>• <b>Answers might consider</b> that the Whigs saw the Tories as Jacobite sympathisers.</li> <li>• <b>Answers might consider</b> attitudes towards Britain's involvement in the War of Spanish Succession.</li> <li>• <b>Answers might consider</b> the issue of the succession, with many Tories unhappy about the Hanoverian succession, and Whigs concerned by the existence of the Jacobite Stuarts.</li> <li>• <b>Answers might consider</b> the negotiation of peace with France.</li> </ul> <p><b>How much support was there for Jacobitism?</b></p> <p><b>In arguing that there was considerable support:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that many Tories were opposed to the Hanoverian succession.</li> <li>• <b>Answers might consider</b> that the Jacobites were able to force battles with the royal forces.</li> <li>• <b>Answers might consider</b> that the battle in 1715 was inconclusive.</li> <li>• <b>Answers might consider</b> that the actions taken by the government suggest there was concern about the scale of support.</li> <li>• <b>Answers might consider</b> the speed with which the Young Pretender gained support in 1745.</li> <li>• <b>Answers might consider</b> the seizure of Edinburgh in 1745.</li> <li>• <b>Answers might consider</b> the victory at Prestonpans and the march into England.</li> </ul> <p><b>In arguing that there was little support:</b></p>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the extent of support; but at Level 4, may simply list evidence of support.</li> <li>• At Level 5 there will be judgement as to how much support there was.</li> <li>• At higher Levels candidates might establish criteria against which to judge the level of support.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>
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		<ul style="list-style-type: none"><li>• <b>Answers might consider</b> that there was little support among Presbyterians and Lowlanders in Scotland who were loyal to the Hanoverian succession.</li><li>• <b>Answers might consider</b> that there were divisions among the Highland clansmen.</li><li>• <b>Answers might consider</b> that there were divisions and sometimes contradictory aims among Jacobite supporters.</li><li>• <b>Answers might consider</b> that the Jacobites never gained major support in England because the Pretenders would not abandon Catholicism.</li><li>• <b>Answers might consider</b> how the backing of the French king limited support in England.</li><li>• <b>Answers might consider</b> the failure to gain support in Ireland either in 1715 or 1745.</li><li>• <b>Answers might consider</b> the lack of active foreign support.</li><li>• <b>Answers might consider</b> the lack of support in England for the Young Pretender which led to them turning back at Derby.</li><li>• <b>Answers might consider</b> the defeat at Culloden Moor.</li><li>• <b>Answers might consider</b> that the Young Pretender never raised more than 8000 men and was faced by desertions.</li><li>• <b>Answers might consider</b> that the resources of the state were always greater, both in terms of men and resources.</li></ul>		
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	<b>Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. The sources are fully evaluated, using both provenance and detailed and accurate knowledge of their historical context in a balanced way, in order to engage with the sources and reach a convincing, fully supported analysis of them in relation to the issue in the question.
<b>Level 5</b> 21–25 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.
<b>Level 4</b> 16–20 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.
<b>Level 3</b> 11–15 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.
<b>Level 2</b> 6–10 marks	The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalized knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question.
<b>Level 1</b> 1–5 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>
	<b>Generic mark scheme for Section B, Questions 2 and 3: Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 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.
<b>Level 4</b> 10–12 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.
<b>Level 3</b> 7–9 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.
<b>Level 2</b> 4–6 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.
<b>Level 1</b> 1–3 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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