

**GCE**

**History A**

**Unit : Y109/01 The Making of Georgian Britain 1678 – c.1760**

Advanced GCE

**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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Provenance
	Simple comment
	Unclear
	View

Here are the subject specific instructions for this question paper

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><b>Using these four sources in their historical context, assess how far they support the view that in the period from 1681 to 1685 Charles II ruled as an absolute monarch</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does support the view</b>, answers might refer to the forfeiture of Bristol's charter because it had not followed electoral procedures and this allowed Charles to increase his power</li> <li>• <b>In discussing the provenance of Source A</b>, answer might consider that it was written by the Sheriff of Bristol to justify the taking away of the Charter.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider that it was written when the government of Charles II was attacking Whig dominated boroughs and many were losing their charters because they had infringed their rights.</li> <li>• <b>In discussing how Source B does not support the view</b>, answers might refer to it commenting on the Privy Seal encouraging the king to call a parliament and that the King had promised to call one when he dissolved parliament the last time so it was not his intention to rule as an absolute monarch</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider that it is written by a Tory MP who suggests that the Lord Privy Seal put pressure on Charles to call a parliament.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider that according to the Triennial Act Charles was supposed to call a parliament every three years and that one was</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above 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>

		<p>required in 1684, however it was not called, nor was one called by Charles in 1685</p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source C does not support the view</b>, answers might refer to the sending of troops to deal with a non-conformist conventicle but that Charles intended to proceed against the offenders according to the law</li> <li>• <b>In discussing the provenance of Source C</b>, answers might refer to it being written by a member of the government to justify the actions taken.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might refer to the attack on non-conformity, particularly after the Rye House Plot and that any dissenting activity was seen as dangerous.</li> <li>• <b>In discussing how Source D does support the view</b>, answers might refer to the loss of the City of London’s charter.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might refer to it being written by a Whig who would have witnessed the loss of charters by Whig controlled boroughs.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might refer to the quo warranto proceedings of this period and the attack on Whig controlled boroughs and their loss of charters or replacement of Whig officers by Tories.</li> </ul>		
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2*		<p><b>How important was the South Sea Bubble crisis in Walpole's rise to power?</b></p> <p><b>In arguing that the South Sea Bubble Crisis was important</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that his handling of it saved the nation's finances.</li> <li>• <b>Answers might consider</b> that Walpole's handling helped to save senior figures in government, even if they were his rivals, and therefore increased his reputation.</li> <li>• <b>Answers might consider</b> that his handling of it restored stability to the Hanoverian regime.</li> <li>• <b>Answers might consider</b> that it increased his reputation for financial management and therefore ministers had to trust him.</li> <li>• <b>Answers might consider</b> that it was important in his rise as by April 1721 he was appointed again to be First Lord of the Treasury.</li> </ul> <p><b>In arguing that there were other reasons for Walpole's rise to power,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the disarray and weakness of the Tory party prevented them from effectively opposing the Whigs</li> <li>• <b>Answers might consider</b> Walpole's financial and political skills.</li> <li>• <b>Answers might consider</b> his clamping down on the opposition in the period after 1715; his support of severe punishment of rebels in response to the Jacobite rising saw him appointed as First Lord of the Treasury and Chancellor .</li> <li>• <b>Answers might consider</b> his skill by devising the Sinking Fund, which also won him support from the London bankers and Country MPs.</li> <li>• <b>Answers might consider</b> Walpole's conduct whilst</li> </ul>	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 importance of factors in Walpole's rise to power; but at Level 4, may simply list them.</li> <li>• At Level 5 and above there will be judgement as to the relative importance.</li> <li>• At higher levels candidates might establish criteria against which to judge importance.</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 the descriptions in the levels mark scheme.</li> </ul>
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3*		<p>in opposition and how this helped him return to government.</p> <p><b>How far did Britain achieve its aims in the War of Spanish Succession?</b></p> <p><b>In arguing that Britain did achieve its aims,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Philip of Anjou and his heirs agreed that they would not inherit the throne of France as well as Spain</li> <li>• <b>Answers might consider</b> that the Spanish Netherlands was transferred to Britain's ally, Austria</li> <li>• <b>Answers might consider</b> that Britain's Empire was expanded in both the Caribbean and the Mediterranean.</li> <li>• <b>Answers might consider</b> that the French expelled the Old Pretender and recognised the Hanoverian Succession.</li> <li>• <b>Answers might consider</b> the impact of France abandoning some fortresses it held in Flanders.</li> <li>• <b>Answers might consider</b> the increased security that the Dutch obtained.</li> <li>• <b>Answers might consider</b> the control of the Channel coast was not dominated by France</li> <li>• <b>Answers might consider</b> that France did not control the Spanish Empire</li> </ul> <p><b>In arguing that Britain did not achieve its aims,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Charles II was succeeded by the French claimant.</li> <li>• <b>Answers might consider</b> that Britain was unable to completely defeat the French.</li> </ul>	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 Britain achieved its aims; but at Level 4, may simply list them.</li> <li>• At Level 5 and above there will be judgement as to the how far they were achieved.</li> <li>• At higher levels candidates might establish criteria against which to judge this.</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 the 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 peace had to be made because the Netherlands was militarily exhausted.</li><li>• <b>Answers might consider</b> whether the costs of the war justified the outcome</li><li>• <b>Answers might consider</b> whether the war succeeded only in increasing the reputation of Churchill and did not benefit Britain</li><li>• <b>Answers might consider</b> that the Tory ministers who made the peace had given Britain a bad reputation as they abandoned their allies.</li><li>• <b>Answers might consider</b> the position of the Austrian Emperor and the Elector of Hanover and their reaction to Utrecht.</li></ul>		
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APPENDIX 1 – this contains the generic mark scheme grids.

	<i>A02: 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 generalised 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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