



**GCE**

**History A**

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

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2016**

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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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1. 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

2. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix  
 3. Here is the mark scheme for this question paper.

## Mark Scheme Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Use your own knowledge of Charles II to assess how far Source A is useful as evidence for the power of the monarchy in the period from 1678 to 1685.</b></p> <p><b>In discussing how Source A is useful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that it expresses a willingness to work with parliament to guarantee the security they want</li> <li>• <b>Answers might consider</b> that Source A suggests the power of the monarch is weak as it appears to be giving in to the demands of parliament</li> <li>• <b>Answers might consider</b> the provenance of source A which is from Charles II at the start of the Exclusion Crisis when it appeared as if Exclusion might triumph and he was trying to preserve royal power</li> <li>• <b>Answers might consider</b> the purpose of Source A that Charles was trying to appear reasonable by offering a form of regency and that this might be to split the opposition</li> <li>• <b>Answers might consider</b> the tone of language used, which suggests he is trying to appear reasonable</li> <li>• <b>Answers might note</b> that it covers only the early part of the period and is not useful for the period after the dissolution of the Oxford parliament</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• 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.</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 descriptions in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
2	<p><b>Using these three sources in their historical context, assess how far they support the view that Exclusion failed because of the political skill of Charles II.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how source A does or does not support the view</b>, answers might refer to Charles' skill in offering a solution to the problem of James' accession, which could split the supporters of exclusion.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might consider that it was written by Charles who was concerned to maintain royal power and the succession.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider that it was at the start of the Crisis and during the Popish plot when concerns about Catholicism were at their greatest and therefore Charles was being astute in offering a compromise.</li> <li>• <b>In discussing how Source B does or does not support the view</b>, answers might refer to the unexpected dissolution of the Oxford parliament, which deprived the Exclusionists of their platform.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider that it was written by a tory MP who was a supporter of Charles and might give a more sympathetic view of his actions.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider that parliament was held in Oxford, which was a royalist stronghold and that Shaftesbury was struggling to keep the momentum of the Exclusion campaign going.</li> <li>• <b>In discussing how Source C does or does not support the view</b>, answers might consider the positioning of troops and the surprise with which the dissolution was greeted.</li> </ul>	20	<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>• 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> <li>•</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"><li>• <b>In discussing the provenance of Source C,</b> answers might consider that it was written by Charles' brother who was in exile and therefore might not know the exact details.</li><li>• <b>In discussing the historical context of Source C,</b> answers might consider the lack of progress that Exclusion had made and that all Charles had to do to defeat it was remain firm.</li></ul>		

## Mark Scheme Section B

Question	Answer/Indicative content	Mark	Guidance
3*	<p><b>‘Disagreement over the conduct of the War of the Spanish Succession was the main reason for party conflict during the reign of Queen Anne.’ How far do you agree?</b></p> <p><b>In arguing that disagreement over the conduct of the war was the main reason,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the Tories dislike of the War of the Spanish Succession as they did not believe it was being fought in Britain’s interests.</li> <li>• <b>Answers might consider</b> the Whigs wanted to continue the war as they believed it defended the liberties of Protestantism against an absolutist king.</li> <li>• <b>Answers might consider</b> the Tories disagreed with fighting a continental land war and wanted just a naval and colonial war.</li> <li>• <b>Answers might consider</b> the Whigs argued a land war was essential to stop French ambitions in Europe.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of the reason.</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> <li>•</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
4*	<p><b>In arguing that other reasons were more important candidates might consider,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the role of Queen Anne, as she was stubborn, wanted to exercise authority herself and preserve the royal prerogative.</li> <li>• <b>Answers might consider</b> the role of religion which made political divisions deeper with the Tories viewing the Whigs as godless republicans and the Whigs viewing the Tories as potential Jacobites and crypto-Catholics.</li> <li>• <b>Answers might consider</b> the role of the High Tories, Occasional Conformity and the Sacheverell Affair.</li> <li>• <b>Answers might consider</b> the problem of the succession as Anne was childless, many Tories were unhappy about the prospect of a Hanoverian succession.</li> </ul> <p><b>Assess the reasons for the appeal of Methodism.</b></p> <p><b>In arguing there were factors intrinsic to Methodism that gave it its appeal,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Methodism was about a way of life and relationship with god, not about observing sacraments and traditions so had a wide appeal.</li> <li>• <b>Answers might consider</b> the Evangelical emphasis on preaching catered for spiritual needs Anglicanism could not meet.</li> <li>• <b>Answers might consider</b> that Methodism appealed to those who believed society was immoral and corrupt – after South Sea Bubble – and it appealed to those of modest means.</li> <li>• <b>Answers might consider</b> that Methodism was able to adapt to customs, beliefs and ceremonies, emphasis on community spirit.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the reasons.</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>



Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the appeal of charismatic preachers.</li> <li>• <b>Answers might consider</b> the organisation of Methodism was strong with rules and mutual support.</li> <li>• <b>Answers might consider</b> that Wesley understood the importance of pamphlets and sermons, which were written in an accessible style.</li> <li>• <b>Answers might consider</b> that it gave roles to women as lay preachers and organisers and so won support with them.</li> </ul> <p><b>In arguing that there were other factors that gave it its appeal,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Anglicanism was slow to respond to population changes and many new towns lacked sufficient churches.</li> <li>• <b>Answers might consider</b> many parishes had no clergy and were looked after by curates who had a low income or by clergy who were pluralists and therefore could give little attention to all parishes.</li> <li>• <b>Answers might consider</b> the gentry gained tithes from parishes and this was resented by much of the population.</li> </ul>		

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: Use your knowledge of [specified historical context] to assess how useful Source [...] is as evidence of.... [10]</b>
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>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 2: How far do the three sources support the view? [20]</b>
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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
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 3 and 4: Essay [20]</b>
<b>Level 5</b> 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.
<b>Level 4</b> 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
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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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