



**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for June 2019**

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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
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<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

## 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 James II's policy towards the non-conformists was a success.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does not support the view</b>, answers might refer to the failure of James to persuade parliament to pass the Test Act and repeal of penal laws despite threats and his decision not to call parliament.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might consider that this was from the memoirs of a Tory MP who would be a staunch Anglican.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider James was hoping to use the dissenters as allies in a future parliament.</li> <li>• <b>In discussing how Source B does and does not support the view</b>, answers might refer to the granting of toleration and removal of the Test Act; on the other hand, it was done by using his prerogative power as parliament would not agree.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider that James was trying to convince people of the reasons for the repeal.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider that although dissenters welcomed being able to worship openly, they</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</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>

2		<p>were sceptical about the repeal of the penal laws.</p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source C does and does not support the view</b>, answers might refer to the apparent support given by the Lord Lieutenant to freedom of conscience, but he is opposed to the repeal of the Test Act without further securities for the Anglican Church.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might refer to this being the answer to questions about the repeal.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might refer to concerns expressed in a range of counties about the repeal</li> <li>• <b>In discussing how Source D does not support the view</b>, answers might refer to the Bishops' opposition to the second Declaration, arguing that it was illegal.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might refer to Burnet being a Whig Bishop who had gone into exile soon after James came to the throne.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might consider the response to the verdict of the Bishop's trial that followed and how leading non-conformists visited the bishops whilst in jail. James failed to win over the dissenters.</li> </ul> <p><b>Assess the reasons for the growth in radicalism in the reign of George III in the period to 1780.</b></p>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> </ul>
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3		<p><b>In arguing that the main reason was the corrupt nature of the system:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> how ministers, placemen and MPs benefited</li> <li>• <b>Answers might consider</b> the nature of the parliamentary system and who could vote.</li> <li>• <b>Answers might consider</b> issues such as the reporting of parliamentary debates.</li> <li>• <b>Answers might consider</b> the role of the Yorkshire Association and discontent with the closed world of Westminster.</li> </ul> <p><b>In arguing that there were other factors:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the impact of the American Revolution and the resistance of the colonists.</li> <li>• <b>Answers might consider</b> the impact of social and economic changes within the country.</li> <li>• <b>Answers might consider</b> the growth in religious diversity and how it led to people challenging established ideas.</li> <li>• <b>Answers might consider</b> the impact of John Wilkes.</li> <li>• <b>Answers might consider</b> the impact of debating societies and the growth of a more educated middle class.</li> </ul> <p><b>Assess the reasons for urban development in the period</b></p>	20	<ul style="list-style-type: none"> <li>• At Level 5 there will be judgement as to the relative importance of the factors discussed.</li> <li>• At higher Levels candidates might establish criteria against which to judge the most important 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 descriptions in the levels mark scheme.</li> </ul> <p>• No set answer is expected.</p>
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		<p><b>1700-1800.</b></p> <p><b>In arguing that economic developments were the most important reason:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that trade expanded and created wealth.</li> <li>• <b>Answers might consider</b> that towns became distribution centres and places where the wealthy could buy goods.</li> <li>• <b>Answers might consider</b> that wealth turned towns into places of leisure, consumerism and fashionable display for the wealthy.</li> <li>• <b>Answers might consider</b> the growth of industrial towns like Liverpool and Manchester.</li> <li>• <b>Answers might consider</b> the commercial importance of London as a port and financial centre.</li> <li>• <b>Answers might consider</b> the changing nature of agriculture and that fewer labourers were needed.</li> <li>• <b>Answers might consider</b> towns generated demand for workshops to make building materials and furniture.</li> </ul> <p><b>In arguing that there were other reasons:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> population growth, seen particularly in London</li> <li>• <b>Answers might consider</b> that more people moved into towns so that although the death rate was high population continued to grow.</li> <li>• <b>Answers might consider</b> that some towns grew as centres of local government.</li> <li>• <b>Answers might consider</b> the role of leisure in the</li> </ul>	<ul style="list-style-type: none"> <li>• At Level 5 there will be judgement as to the relative importance of the factors discussed.</li> <li>• At higher Levels candidates might establish criteria against which to judge the most important 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 descriptions in the levels mark scheme.</li> </ul>
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			<p>growth of spa towns such as Bath and in the development of holiday resorts, such as Scarborough.</p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> the growth in social mobility.</li></ul>		
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