

**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for June 2018**

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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

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.

## 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 desertions from James' forces was the main reason for his flight in November 1688.</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 strength of his forces and his lack of courage that led him to flee.</li> <li>• <b>In discussing the provenance of Source A</b>, answer might consider that it was written by a supporter of William, who was in exile/had been exiled by James II.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider that James fled without any attempt at military action and that there were risings in Cheshire, Yorkshire and Nottinghamshire in favour of William.</li> <li>• <b>In discussing how Source B does support the view</b>, answers might refer to it commenting on the desertion of confidantes, although it also states that the numbers were not large</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider that it is written by a Tory MP who was sympathetic to James and might want to show he was betrayed.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider that some Tories, such as Danby led a rising in Yorkshire, and this must have disheartened James and perhaps encouraged his flight as he needed Tory support to stop the invasion.</li> <li>• <b>In discussing how Source C does support the view</b>, answers might refer to the King's statement that</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 descriptors in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>it was the defection of his nephew that was the turning point and that it encouraged others to desert, including the commander of the army.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source C,</b> answers might refer to it being James' own memoirs and an attempt to justify his actions.</li> <li>• <b>In discussing the historical context of Source C,</b> answers might refer to the suggestion that James deliberately fled in the hope of creating confusion so that he would have to be asked back.</li> <li>• <b>In discussing how Source D does support the view,</b> answers might consider it is an appeal to the English navy to support the invasion and desert the King.</li> <li>• <b>In discussing the provenance of Source D,</b> answers might consider its purpose, although it does not tell us whether it was successful.</li> <li>• <b>In discussing the historical context of Source D,</b> answers might consider that the invasion was unopposed and that this made it easier for William as he did not have to fight at the end of the campaigning season.</li> </ul>		
2	<p><b>'The unwillingness of the King and parliament to support parliamentary reform was the main reason for its failure in the years from 1760 to 1785.' How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that</b> the main reason for the failure was the unwillingness of the King or parliament to support reform.</li> <li>• <b>Answers might consider</b> that George III considered Wyvill to be a 'demagogue' and was opposed to reform.</li> <li>• <b>Answers might consider</b> that George III thought that</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on assessing the reasons but at Level 4 may simply list the reasons for failure</li> <li>• At Level 5 there will be judgement as to the reasons for failure</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of 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</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>his coronation oath obliged him to maintain the constitution.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that parliament was composed of landowners who did not want to see their power reduced.</li> <li>• <b>Answers might consider</b> that even if politicians did offer support they were not wholeheartedly behind it and used it to embarrass the government and get themselves into power.</li> <li>• <b>In arguing that there were other reasons it might be argued that</b> the reformers were never united in their aims</li> <li>• <b>Answers might consider</b> that those in power were frightened to extend the franchise because of the mob violence seen in the Gordon Riots.</li> <li>• <b>Answers might consider</b> that mob violence tarnished the reputation of even moderate reformers.</li> <li>• <b>Answers might consider</b> that reform measures, as in 1785, were defeated because it was feared it would lead on to further changes.</li> <li>• <b>Answers might consider</b> that Wilkes was seen as radical and how his behavior had alienated other politicians.</li> </ul>		<p>only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</p>
3	<p><b>How serious was urban crime in the period?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that urban crime was serious,</b> answers might argue that the rapid growth of cities and the poor conditions resulted in the growth of slums where there was no community spirit.</li> <li>• <b>Answers might consider</b> that property owners were concerned by crime and believed that it was on the increase.</li> <li>• <b>Answers might consider</b> that it was a serious issue</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on assessing how serious but at Level 4 may simply list the reasons</li> <li>• At Level 5 there will be judgement as to the seriousness</li> <li>• At higher levels candidates might establish criteria against which to judge seriousness.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>when prices rose or when there were either bad harvests or bad winters.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that crime was a serious problem at the end of wars when large numbers of soldiers were demobilised and did not have jobs.</li> <li>• <b>Answers might consider</b> that it was a serious problem during periods of economic slumps and high unemployment.</li> <li>• <b>Answers might consider</b> how the narrow streets provided escape routes for criminals.</li> <li>• <b>Answers might consider</b> how organised groups could recruit from the unemployed and how there were more potential targets in urban areas.</li> <li>• <b>Answers might consider</b> the absence of a police force or other deterrents.</li> <li>• <b>Answers might consider</b> the failure of savage punishments to deter criminals.</li> <li>• <b>In arguing that urban crime was not serious,</b> answers might argue that communal policing by offering rewards discouraged crime.</li> <li>• <b>Answers might consider</b> the impact of Private Associations to fund prosecutions, which would discourage criminals.</li> <li>• <b>Answers might consider</b> the growth in private associations.</li> <li>• <b>Answers might consider</b> the development of a professional police force, so that by 1740 every London parish had salaried nightwatch service.</li> <li>• <b>Answers might consider</b> the growth in the number of professional constables.</li> <li>• <b>Answers might consider</b> the actions and success of magistrates, such as those in Westminster.</li> <li>• <b>Answers might consider</b> the support given by the Crown to schemes to deal with crime.</li> </ul>		<ul style="list-style-type: none"> <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>

## 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 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.

## APPENDIX 2 – this section contains additional subject specific information

	<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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