



GCE

History A

**Y109/01: British period study and enquiry: The making of
Georgian Britain 1678-c.1760**

A Level

Mark Scheme for June 2022

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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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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:


Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

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11. Annotations

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

12. Subject Specific Marking Instructions

Question	Answer/Indicative content	Mark	Guidance
1	<p>Using these four sources in their historical context, assess how far they support the view that the attempts in the period from 1678 to 1680 to exclude James, Duke of York, from the succession were a serious threat to the succession,</p> <ul style="list-style-type: none"> • In discussing how Source A does support the view, answers might refer to the strength of the Whig party who supported exclusion. It notes they were a majority. • In discussing the provenance of Source A, answers might consider that it is from a Whig bishop who went into exile when James came to the throne. • In discussing the historical context of Source A, answers might consider that, although they had a majority, they would need the support of the Lords and King for exclusion to happen. • In discussing how Source B does and does not support the view, answers might refer to Charles' apparent willingness to support Exclusion. However, it also refers to the right of succession in the true line. • In discussing the provenance of Source B, answers might consider that it is from Charles, and they might consider the purpose of this speech. • In discussing the historical context of Source B, answers might refer to Charles' unwillingness to agree to Exclusion and his later summoning of parliament to the royalist stronghold of Oxford. • In discussing how Source C does not support the view, answers might refer to Charles proroguing parliament and therefore preventing the passing of the Bill. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement about the issue in the question. • To be valid judgements they must be supported by accurate and relevant material. • At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question. • 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.

Question	Answer/Indicative content	Mark	Guidance
2*	<ul style="list-style-type: none"> • In discussing the provenance of Source C, answers might refer to purpose of the source which was to reassure the country. • In discussing the historical context of Source C, answers might consider that prorogation was unexpected and that without parliament sitting there was little the Whigs could achieve. • In discussing how Source D does support the view, answers might refer to the drafting of the Exclusion Bill and the threat a Catholic heir posed to the Protestant religion. • In discussing the provenance of Source D, answers might consider that it is a bill designed to convince people to support it. • In discussing the historical context of Source D, answers might consider that even when the bill passed the king was able to dissolve or prorogue parliament: provided he refused to agree to exclusion, it could not pass. <p>‘The most important reason for growth in population in the period from c1700 to 1780 was a decline in the death rate.’ How far do you agree?</p> <p>In arguing that the decline in the death rate was important</p> <ul style="list-style-type: none"> • Answers might consider that the decline in outbreaks of the plague was crucial. • Answers might consider that the prevention of disease played a role. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus assessing the most important reason, but at level 4 may simply list the reasons. • At Level 5 there will be judgement as to whether ‘the decline in the death rate’ was the most important reason or not. • At higher Levels candidates might establish criteria against which to judge ‘most important.’

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Question	Answer/Indicative content	Mark	Guidance
3*	<ul style="list-style-type: none"> • Answers might consider the improved nutrition and food supply that resulted from agricultural change. • Answers might consider the decline in infant mortality. <p>In arguing that other reasons were important:</p> <ul style="list-style-type: none"> • Answers might consider the changes in agriculture which allowed people to move to towns. • Answers might consider the growing industrialization and new economic opportunities. • Answers might consider the rise in birth rates as the average age of marriage dropped. • Answers might consider the impact of the rise in real wages. • Answers might consider the changing patterns of employment and their impact. • Answers might consider the generous outdoor relief payments. <p>'How successful was Walpole's foreign policy in the period from 1721 to 45?</p> <p>In arguing that his foreign policy was successful:</p> <ul style="list-style-type: none"> • Answers might consider that peace with France helped trade to thrive. • Answers might consider the Treaty of Vienna and how it resolved many of the tensions in Europe, which allowed him to reduce land tax. 	20	<ul style="list-style-type: none"> • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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. <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on assessing his foreign policy but at Level 4 may simply list the successes and failures. • At Level 5 there will be judgement as to whether his foreign policy was successful. • At higher Levels candidates might establish criteria against which to judge 'success.'

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might consider his success in keeping neutral in the War of Polish Succession. • Answers might consider his management of the War of Polish Succession was a success as he won the 1734 election. • Answers might consider the capture of Porto Bello in Panama. <p>In arguing that it was not successful:</p> <ul style="list-style-type: none"> • Answers might consider that peace with France allowed France to recover its strength. • Answers might consider that the Treaty of Vienna worried France who were concerned that Britain and Austria were returning to the days of Marlborough. • Answers might consider that neutrality in the War of Polish Succession made Britain appear weak. • Answers might consider that Austria was angered by the lack of British support in the War of Polish Succession. • Answers might consider that George II was unhappy over neutrality in the war. • Answers might consider that by the 1730s Britain was isolated. • Answers might consider the agreement signed with Spain in 1739 over Jenkin's Ear. • Answers might consider Pitt's attack on Walpole over not defending British interests. • Answers might consider the military failures in the War of Jenkins' Ear. • Answers might consider the failure of British attacks on Cartagena, Cuba and Panama and the impact this had on the 1741 election. 		<ul style="list-style-type: none"> • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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.

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Question			Answer/Indicative content	Mark	Guidance

APPENDIX 1 – this contains a generic mark scheme grid

	<i>A02: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Section B, Questions 2 and 3: Essay [20]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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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