

## **GCE**

### **History A**

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

Advanced GCE

### **2021 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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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**Annotations**

<b>Annotation</b>	<b>Meaning of annotation</b>
<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

## Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that William of Orange invaded England in 1688 for his own benefit.</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 William being invited because the people were concerned about religion, liberty and property.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might consider that it is an appeal to William from leading figures to persuade him to invade.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider that there were concerns about a Catholic succession given the birth of James' son. The appeal also followed the verdict in the trial of the Seven Bishops which may have encouraged action.</li> <li>• <b>In discussing how Source B does not support the view</b>, answers might refer to William's claim that the invasion was to bring about a free parliament, preserve the Protestant religion and the laws and liberties.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider that it was written by William to justify his invasion.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider the situation in Europe and the threat to Protestantism and the Netherlands with Louis XIV's occupation of the Rhineland.</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.  <u><b>Neither significance nor relative importance are attributed to the features listed.</b></u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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>• 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>

		<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 people saying he came to maintain the Protestant religion, but suggestions from the Court that he wanted the crown and trade.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might consider that it is from a Tory MP who had supported James.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might refer to the foreign situation and that William's landing place was away from the area of English risings in order to assert his independence.</li> <li>• <b>In discussing how Source D does not support the view</b>, answers might refer to William's statement that James is still monarch and may be present whilst parliament sits.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might refer to it being written by William who would not want to give the impression that he came to overthrow James.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might consider that there were many who thought James was being driven out, but that William wanted to abide by constitutional processes. There may also be mention of James' flight and the problems it created.</li> </ul>		
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2*		<p><b>How effective was Walpole as principal minister during the period from 1721 to 1742?</b></p> <p><b>In arguing that Walpole was effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that he was effective in securing the Hanoverian regime.</li> <li>• <b>Answers might consider</b> that he was effective in that he survived the change of monarch in 1727, despite George II's initial preference for Sir Spencer Compton.</li> <li>• <b>Answers might consider</b> that he was effective in securing the domination of his Whig allies and supporters.</li> <li>• <b>Answers might consider</b> that he was effective in promoting policies that appealed to those who were powerful in commerce and parliament.</li> <li>• <b>Answers might consider</b> that he was effective at promoting peace, which also kept taxation low.</li> <li>• <b>Answers might consider</b> that he was effective at crushing Jacobite conspiracies in 1722 with the defeat of the Atterbury Plot.</li> <li>• <b>Answers might consider</b> that he was effective in preventing his opponents from forming a lasting front against him.</li> <li>• <b>Answers might consider</b> that he was effective in winning landed support by reducing land tax.</li> <li>• <b>Answers might consider</b> that his policies were effective as the national debt was reduced.</li> </ul> <p><b>In arguing that Walpole was less effective</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the Jacobite threat was not destroyed in the long term given the '45 rebellion.</li> <li>• <b>Answers might consider</b> that some were angered</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up his effectiveness; but at Level 4, may simply list reasons for his effectiveness (or otherwise).</li> <li>• At Level 5 there will be judgement as to his effectiveness.</li> <li>• At higher Levels candidates might establish criteria against which to judge his effectiveness.</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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3*		<p>by not receiving patronage (e.g. William Pulteney).</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the financial and corruption scandals between 1725 and 1733.</li> <li>• <b>Answers might consider</b> Walpole's failure over the Excise Bill of 1733.</li> <li>• <b>Answers might consider</b> that he was less effective at limiting domestic criticism (e.g. <i>The Craftsman</i>).</li> <li>• <b>Answers might consider</b> that, as the 1730's progressed, his hold on power began to slip – death of Queen Caroline in 1737, the 'patriot Boys' who coalesced around the Prince of Wales, War of Jenkin's Ear (1739).</li> </ul> <p><b>'British foreign policy during the period from 1689 to 1714 was largely unsuccessful.' How far do you agree?</b></p> <p><b>In arguing that it was largely unsuccessful:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the threat from France was not destroyed by the Nine Years' War.</li> <li>• <b>Answers might consider</b> that foreign policy caused serious divisions at home.</li> <li>• <b>Answers might consider</b> the number of ships seized by the French</li> <li>• <b>Answers might consider</b> the failure of British ships to attack the French fleet in port.</li> <li>• <b>Answers might consider</b> the defeat at Landen in 1693.</li> <li>• <b>Answers might consider</b> the defeats in Spain 1706-07.</li> <li>• <b>Answers might consider</b> the stalemate in the Netherlands.</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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 to which policy was unsuccessful; but at Level 4, may simply list reasons for the lack of success.</li> <li>• At Level 5 there will be judgement as to how successful, or otherwise, foreign policy was.</li> <li>• At higher Levels candidates might establish criteria</li> </ul>
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		<p><b>In arguing that it was not unsuccessful:</b></p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> that the Nine Years' War staved off the French.</li><li>• <b>Answers might consider</b> that Marlborough secured a number of victories on mainland Europe.</li><li>• <b>Answers might consider</b> that naval success expanded British power in the Mediterranean with the capture of Gibraltar and Minorca.</li><li>• <b>Answers might consider</b> that the Channel remained secure and that Britain could trade with Europe.</li><li>• <b>Answers might consider</b> the success of the Battle of La Hogue in 1692.</li><li>• <b>Answers might consider</b> the Partition Treaties of 1698 and 1700.</li><li>• <b>Answers might consider</b> the success in attracting foreign support during the War of Spanish Succession.</li><li>• <b>Answers might consider</b> the success in securing Holland's western frontier.</li><li>• <b>Answers might consider</b> the success in Spain 1704-06.</li><li>• <b>Answers might consider</b> that the Peace of Utrecht did see Britain achieve many of its aims – the Old Pretender was expelled from France, the French recognised the Hanoverian succession, gained the asiento, empire expanded, France abandoned some fortresses in Flanders.</li></ul>		<p>against which to judge success.</p> <ul style="list-style-type: none"><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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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.

	<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.

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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