GCE

History A

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

A Level

Mark Scheme for June 2023

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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.

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

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	Mark	Guidance
1			**Using these four sources in their historical context, assess how far they support the view that there was widespread support for offering the crown to William and Mary in 1689.** • **In discussing how Source A does and does not support the view,** answers might consider that, as William has to threaten to return to the Netherlands in order to ensure that the Lords and commons vest royal power in him, there are those who do not support him. • **In discussing the provenance of Source A**, answers might consider that it was stating what William had said, although it was written by a Whig bishop. • **In discussing the historical context of Source A**, answers might consider that the Convention maintained support, but there were more serious divisions in the Lords. • **In discussing how Source B does not support the view,** answers might consider that there were clear divisions and opinions as to a solution over the settlement. • **In discussing the provenance of Source B,** answers might consider that it comes from the diary of John Evelyn. • **In discussing the historical context of Source B,** answers might consider that there was debate as to whether the throne was vacant or whether a regency should be established as James was unfit to govern.	30	• 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	Mark	Guidance
			• **In discussing how Source C does not support the view,** answers might consider the number of different options that were considered and that the final vote was carried by only three. • **In discussing the provenance of Source C,** answers might consider that it was written by a Tory MP. • **In discussing the historical context of Source C,** answers might consider Tory attitudes to hereditary monarchy and the succession, and their concerns about the crown becoming elective. • **In discussing how Source D does support the view,** answers might consider that the Lords agree James had deserted the country and had therefore ceased to govern. • **In discussing the provenance of Source D**, answers might consider that it was written by a Tory Lord. • **In discussing the historical context of Source D,** answers might consider that the concept of a regency was defeated by only three votes and other peers wanted the recall of James with limits to his powers.		

Question			Answer	Mark	Guidance
2*			**To what extent did the political and religious settlement of 1689-1701 achieve its aims?** **In arguing that the settlement did achieve it aims, answers might consider:** • The issue of succession was resolved. • Political stability was achieved, and the succession passed to Anne and then George I. • The claims of James' infant son were not recognised, and this prevented a possible Catholic succession. • The Crown was prevented from passing to the Orange family as William accepted that any children, he had with another wife would not succeed before Anne. • The means by which James had subverted the laws were made illegal. • Parliaments were to be held frequently and elections were to be free. • Only parliament could authorise tax and a standing army. • A working relationship between monarch and parliament was established and the power of the monarchy was limited, preventing absolutism. • Dissenters were given toleration and attempts at religious uniformity ended. • The 1701 Act of Settlement consolidated the aims of a protestant succession. **In arguing that the settlement did not achieve its aims**, **answers might consider:** • The Lords wanted Mary to be queen alone, to preserve the hereditary principle.	20	• No set answer is expected. • At higher levels, candidates will focus on weighing up success and failure; but at Level 4, may simply list issues for success and failure. • At Level 5 and above there will be judgement as to the extent of success of the settlement. • At higher levels candidates might establish the aims of the settlement against which to judge success. • 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 the descriptions in the levels mark scheme

Question			Answer	Mark	Guidance
			- The Lords argued that William should be regent, but he refused and threatened to return to the Netherlands. - Tories were concerned that Divine Right had been destroyed. - The monarch still had considerable power and could summon, prorogue and dissolve parliament. - The monarch still commanded the army and made foreign policy. - There was unrest in Scotland and Ireland over the settlement, which was only ended by force. - Religious tests which kept dissenters out of office remained.		
3*			**How serious was urban unrest in the period from c1700 to 1780?** **In arguing that urban unrest was serious, answers might consider:** - The number of riots during the period. - The causes of the riots (religious, political and economic) showing the range of problems. - Attacks on property. - The anti-Catholic riots that followed the Glorious Revolution in London, York, Newcastle and Edinburgh, showing the range of areas impacted. - The riots that followed the Sacheverell case in 1710, showing that religious allegiance was still an issue.	20	- No set answer is expected. - At higher levels, candidates will focus on weighing up the seriousness; but at Level 4, may simply list reasons/factors for unrest. - At Level 5 and above there will be judgement as to how serious the unrest was. - At higher levels candidates might establish criteria against which to judge seriousness. - 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 the descriptions in the levels mark scheme.

Question	Answer	Mark	Guidance
	• The riots that followed the arrest of the Tory leaders, Oxford and Bolingbroke, as they occurred in over thirty towns and prompted the passing of the Riot Act. • Riots during elections, 1715, 1733 and 1768. • The Porteous Riots of 1736 which contributed to weakening Walpole's authority. • Regular economic riots by West Country weavers, 1720-6. **In arguing that urban unrest was not serious, answers might consider:** • Rioting was often the only way to protest as many lacked a vote. • Some argued that rioting was an indication that people preferred freedom to tyranny. • Most riots were local and directed at specific, limited targets. • Riots were often by specific groups so lacked broad appeal. • Riots were often aimed at property and did not challenge the social order • Concern was that freedoms were threatened.		

APPENDIX 1 – this contains a generic mark scheme grid

	AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.
	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.

	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.
	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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