



**General Certificate of Education
June 2012**

History 2041

Unit HIS3F

Report on the Examination

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Unit HIS3F

Unit 3F: Stability and War: British Monarchy and State, 1714–1770

General Comments

This unit continued to attract a relatively small number of students, slightly fewer than last year. Some good responses were seen to both depth questions. The breadth question, despite being on the Jacobites, saw weaker responses, though most demonstrated some degree of awareness. The depth question remains the least popular question on the paper, though it claimed a higher percentage of students than last year.

Question 1

01 Most students had difficulty focussing on the strength of Jacobitism within England. Had the focus of the question been on Scottish Jacobitism, lack of effective foreign support, or weak leadership, it is probable that responses would have been more confident. However, good students at this level should be capable of coping as well with demanding questions as with relatively straightforward ones, and there was certainly no lack of material on the strength/weakness of English Jacobitism for them to refer to: the links between Jacobitism and the Tory Party (especially in 1715), the suspension of Habeas Corpus in England in mid-1715, serious disturbances in Somerset and Northumberland in late 1715, the Atterbury Plot of 1722, and the impact of years of prosperity on Jacobite support by 1745. Although not all Tories were Jacobites, Jacobite support in England was usually dependant on the fortunes of the Tory Party, with Tory leaders turning to Jacobitism in the face of strong Whig hostility (1715–1722) or perceived injustice (1744–1746). Many responses tended to be rather limited narratives, often neglecting the period between the two main uprisings, and rarely making more than passing comment about English disturbances.

Question 2

02 This proved to be a popular question, with some knowledgeable and wide-ranging responses. Most students avoided any temptation to narrative, or to start their analysis at the commencement of Walpole's ministry. Instead, students usually began with reference to Walpole's pacific approach to foreign policy, then applying this to the War of Polish Succession, the War of Jenkins' Ear, and the early stages of the War of Austrian Succession. There was awareness of the difficulty faced by Walpole in reconciling the need for peace and a low land tax with the growing demand by the merchant classes for war with Spain and the expansion of British trading opportunities. Better students contrasted the impact of an increasingly aggressive foreign policy with other reasons for Walpole's fall from power: dissatisfaction with corruption and patronage, the impact of the Excise crisis, the death of Queen Caroline and the growing impact of the Prince of Wales, etc. A balanced conclusion would normally regard the crisis in foreign policy as the most significant amongst a number of reasons for the steady decline of Walpole's parliamentary power from the early 1730s.

Question 3

- 03** Some good responses were seen here. Students would usually start with an assessment of the character and objectives of George III, often set within a historiographical context, comparing the views of Burke and Namier. In the light of this, students then examined the various ministries of the first ten years of George's reign, sometimes starting with Pitt/Newcastle but more usually with Bute, and ultimately making some assessment of the responsibility of George III for the instability of the period. Also included in the assessment were aspects of the political circumstances of the time (i.e. the absence of a reversionary factor, the slaughter of the Pelhamite Innocents, etc) and the impact of broader national issues (the Wilkes debate, the growing crisis in the American colonies). Although better responses covered the different ministries in appropriate chronological order, they avoided narration by making focused comment on the basis of the historiographical debate.

Mark Ranges and Award of Grades

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