



**General Certificate of Education  
June 2010**

**A2 History 2041**

**HIS3F**

**Unit 3F**

**Stability and War:**

**British Monarchy and State, 1714–1770**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Generic Introduction for A2

The A2 History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since a good historian must be able to combine a range of skills and knowledge. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or low Level 2 if some comment is included. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at Level 2 or low Level 3 depending on their synoptic understanding and linkage of ideas. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(b)) and will have access to the higher mark ranges.

To obtain an award of Level 3 or higher, candidates will need to address the synoptic requirements of A Level. The open-ended essay questions set are, by nature, synoptic and encourage a range of argument. Differentiation between performance at Levels 3, 4, and 5 therefore depends on how a candidate's knowledge and understanding are combined and used to support an argument and the how that argument is communicated.

The mark scheme emphasises features which measure the extent to which a candidate has begun to '*think like a historian*' and show higher order skills. As indicated in the level criteria, candidates will show their historical understanding by:

- The way the requirements of the question are interpreted
- The quality of the arguments and the range/depth/type of material used in support
- The presentation of the answer (including the level of communication skills)
- The awareness and use of differing historical interpretations
- The degree of independent judgement and conceptual understanding shown

It is expected that A2 candidates will perform to the highest level possible for them and the requirements for Level 5, which demands the highest level of expertise have therefore been made deliberately challenging in order to identify the most able candidates.

## **CRITERIA FOR MARKING GCE HISTORY:**

### ***A2 EXAMINATION PAPERS***

#### **General Guidance for Examiners (to accompany Level Descriptors)**

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##### **Deciding on a level and the award of marks within a level**

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- Depth and precision in the use of factual information
- Depth and originality in the development of an argument
- The extent of the synoptic links
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- The way the answer is brought together in the conclusion

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June 2010

**A2 Unit 3: The State and the People: Change and Continuity**

**HIS3F: Stability and War: British Monarchy and State, 1714–1770**

**Question 1**

- 01** 'Jacobitism was the main threat to the establishment of Whig domination in the years 1714 to 1721.'  
How valid is this view? (45 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Standard Mark Scheme for Essays at A2**

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**
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**L5:** Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written.

**38-45**

### Indicative content

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates will need to assess the extent to which Jacobitism was the main threat to the establishment of Whig domination in 1714, and balance this against other threats to the Whigs, and the argument that Jacobitism was only a limited threat.

Candidates may refer to some of the following material in support of the contention that Jacobitism was the major threat:

- some Tory party leaders, and some of the rank and file, supported the Old Pretender
- French support seemed a distinct possibility
- there was much Jacobite support in Scotland due to resentment of the Act of Union
- the Old Pretender had been advised by Bolingbroke that there would be considerable English support
- there was some delay in preparing an effective English army.

Nevertheless, there are a number of other factors to consider:

- George I was initially suspicious of the Whigs to some extent, because of their anti-monarchist reputation and their support for the Glorious Revolution. Despite George's distrust of Bolingbroke and what he regarded as the betrayal of the Treaty of Utrecht by the previous Tory government, his first ministry was not totally Whig in composition Nottingham became Lord President, and places were offered to (but declined by) Hanmer and Bromley
- the Tories were still a force to be reckoned with in 1714, enjoying a parliamentary majority at the time of the accession. They fought hard in the 1715 election, losing ground mainly because of Whig control of the reins of local government, but still retaining 217 seats. However, the flight of Bolingbroke and, later, Ormond to France in 1715 weakened the Tories, and after the failure of the 1715 Jacobite revolt, in which the Tories were implicated, it was relatively easy for the Whigs to introduce the Tory Purge of 1716
- a major threat came from within the Whig party itself, as a result of the Whig Schism involving Walpole and Townshend. Townshend was dismissed as Secretary of State in 1716 because of his anti-French foreign policy, and was joined by Walpole in 1717. They proved effective in rallying Tories and discontented Whigs against the government, defeating the Peerage Bill in 1719, but both were persuaded to rejoin the government in 1720
- a split developed between George I and the Prince of Wales in 1717, with Leicester House forming a centre of government opposition, supported initially by Walpole and Townshend. Ultimately this proved a limited threat, largely disappearing after Walpole's reconciliation.

Furthermore, candidates may argue that there were significant Jacobite weaknesses which diminished its threat:

- Limited clear leadership from the Old Pretender, whose arrival at Peterhead was too late. After 1717, he moved to Rome and became a remote figure
- no effective involvement from the French, who were weak after the Treaty of Utrecht, and were being courted by the British
- indecisive military leadership from the Earl of Mar
- general English dissatisfaction with Hanoverian influence did not translate into Jacobite support
- the government took a firm line in dealing with the rebellion.

In conclusion, candidates may balance the impact of Jacobitism against other key factors probably concluding that, whilst potentially serious, it was less of a real threat than some of the less conspicuous threats faced by the Whig leaders.

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**Question 2**

- 02** To what extent was British foreign policy in the years 1714 to 1748 dominated by commercial considerations? (45 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Standard Mark Scheme for Essays at A2**

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written. **38-45**
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## Indicative content

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates will need to assess the extent to which British foreign policy during this period was dominated by commercial considerations, and balance this against other considerations.

Candidates may refer to some of the following material in support of the argument that commercial considerations were highly important:

- Mercantile influence was strong in Parliament during this time, especially (but not exclusively) within the ranks of the dominant Whig party.
- the earlier Tory government had obtained trading rights in the Spanish colonies (the Assiento) in the Treaty of Utrecht (1713), and the defence/exploitation of these concessions, plus concerns about the expansion of French trading interests, were to exercise considerable influence over subsequent British foreign policy
- involvement in the Great Northern war: partly aimed at ensuring that the Baltic was not closed to international trade by the combatants
- conflicts with Spain in 1718–1720 and 1726–1728: partly aimed at protecting the Assiento rights (the Treaty of Hanover of 1725 was partly a response to concerns about Spanish trading concessions to Austria)
- the Treaty of Seville (1729) confirmed Spanish recognition of the Assiento, and the Second Treaty of Vienna (1731) saw Austria agree to dissolve the Ostend Company in return for British recognition of the Pragmatic Sanction
- the War of Jenkin's Ear, which was the result of growing frustration amongst British merchants about Spanish resistance to British trade with the Spanish empire
- mercantile considerations in India and Canada, where British interests conflicted with those of France, were significant factors in British involvement in the War of Austrian Succession, and remained significant after the Treaty of Aix-la-Chapelle.

Nevertheless, there are a number of other factors to consider:

- the desire to end the isolation Britain had found herself in after the Treaty of Utrecht. France was equally isolated, and, with a new regime in power in France, an Anglo-French alliance was concluded in 1716 which, despite occasional tensions, was to last into the 1730s. Other treaties, such as the Quadruple Alliance of 1718 and the Treaty of Hanover (1725) were at least partly motivated by Britain's desire to avoid isolation
- the need to defend the interests of Hanover. Technically illegal under the Act of Settlement, nevertheless successive Secretaries of State from Stanhope onwards were aware of the need to pacify Hanoverian monarchs whilst justifying policies with at times tenuous links to British interests. Intervention in the Great Northern War, despite links with trading interests, essentially served the interests of Hanover. Later Walpole, initially highly critical of Stanhope's pro-Hanoverian policies, was to pursue similar policies in order to obtain and retain the support of George I and II
- the need to keep taxation low by avoiding war. This was particularly noticeable in the days of Walpole, with a pacific foreign policy linked to a low Land Tax, with the aim of keeping country members content
- fear of France and Spain, both in Europe and the wider world, and the preservation of the balance of power in Europe.

In conclusion, candidates may attempt to assess the relative importance of the various factors influencing British foreign policy, probably concluding that commerce meant more to some sections of society than others, with fear of France and the need to protect Hanover also very important government considerations.

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**Question 3**

- 03** To what extent was the ministerial instability of the 1760s caused by the actions of George III? (45 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Standard Mark Scheme for Essays at A2**

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
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## Indicative content

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates will need to assess the extent to which ministerial instability during the early years of the reign of George III was due to the actions of the King himself.

Candidates may refer to some of the following material in support of the contention that George was to blame:

- George III's motivation; candidates will hopefully contrast the traditional Whig interpretation of George as a malicious figure determined to usurp the rights of parliament with the view of the Namier school that he was merely seeking to rule according to the conventional rights of the monarch
- his youth on accession (22)
- his inexperience (isolated from his grandfather in the latter years of the previous reign by the revival of the Leicester House connection)
- his determination to make at least some changes in the nature of government
- the influence of background advisers like Bute.

Nevertheless, there are a number of other factors to consider:

- the attitude of the leading Whigs
- the absence of the reversionary factor (no viable Prince of Wales to act as a focus for loyal opposition)
- the limited abilities of many of the appointed ministers (some of whom, like Pitt the Elder, who might have been expected to perform better than they did)
- the alienation of many traditional Whigs after the 'slaughter of the Pelhamite innocents' by Bute in 1762–1763
- the emergence of difficult issues (such as the American crisis, and the impact of Wilkes).

Furthermore, candidates should substantiate their responses with reference to the nature of at least some of the ministries of the 1760s, with particular focus on the reasons why ministries failed relatively quickly:

- Newcastle/Pitt – unpopular with George III; Pitt resigns over disagreements over foreign policy, Newcastle following some months later
- Bute – popular with George, but Bute resigns after attacks in parliament and press
- Grenville – resented by George from the outset, and eventually dismissed by him
- Rockingham – resigned when George failed to give clear support to the ministry
- Chatham – clearly in decline and ineffective
- Grafton – resigned after failure to gain support of the Rockinghams.

In conclusion, candidates may attribute blame to George, or to personal weaknesses of some of his ministers, or to the impact of factors such as the lack of a reversionary factor. Most will probably focus on George's limitations, but unlikely that they will attach all blame to him.