



**General Certificate of Education
June 2012**

A2 History 2041

HIS3F

Unit HIS3F

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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

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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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or low Level 2 if some comment is included. Students 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. Students 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, students 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 student'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 student has begun to *'think like a historian'* and show higher order skills. As indicated in the level criteria, students 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 students 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 students.

CRITERIA FOR MARKING GCE HISTORY:***A2 EXAMINATION PAPERS*****General Guidance for Examiners (to accompany Level Descriptors)**

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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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

June 2012

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

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

Question 1

- 01** 'The Jacobite cause failed between 1714 and 1746 because there was no support for it in England.'
Assess the validity of this view. (45 marks)

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

Generic 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 an 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 good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good 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 well-structured and fluently written. **38-45**
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Indicative content

Note: This content is not prescriptive and students 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.

Students will need to assess and evaluate the extent to which lack of support within England was responsible for the failure of the Jacobites during this period, and balance this against other factors contributing to this failure.

Students may refer to some of the following material in support of the lack of Jacobite support within England:

- Jacobite uprisings within England received minimal support (e.g. the Atterbury Plot of 1722, failure of Young Pretender to attract significant support on route to Derby)
- the Tory party, traditionally friendly to the Jacobites and the concept of legitimate government, was discredited, with several of its leaders in exile, for most of the relevant period, following the Tory Purge of 1716, the flight of Bolingbroke, and the establishment of Whig hegemony
- by 1745, there was widespread prosperity in Britain, attributed in no small measure to the Hanoverian regime.

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

- the inability/unwillingness of the Old Pretender to provide inspiring leadership throughout the period
- the indecisiveness of the Young Pretender during the 1745 rebellion
- the inconsistency of foreign (esp. French) support
- weak military leadership from commanders such as the Earl of Mar
- the Whig government generally took a firm, decisive line.

Furthermore, students may argue that:

- post-1714, Jacobitism was little more than a pawn used by various European countries, notably France, in their struggles with Britain
- even staunch Jacobites were disheartened by the limited dynastic prospects of the House of Stuart.

In conclusion, students may point out that:

- lack of English support was merely one of a range of factors explaining the Jacobite failure
- it could easily be argued that there was no realistic chance of Jacobite success at this time.

Question 2

02 To what extent was Walpole's fall from power in 1742 due to his foreign policy?
(45 marks)

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

Generic 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 an 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 good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good 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 well-structured and fluently written. **38-45**
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Indicative content

Note: This content is not prescriptive and students 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.

Students will need to identify and evaluate the reasons for Walpole's fall from power in 1742, balancing his handling of foreign policy against various other factors.

Students may refer to some of the following material in support of the role played by foreign policy in Walpole's demise:

- his emphasis on the maintenance of peace was increasingly unpopular
- British commercial interests increasingly favoured an expansionist and aggressive foreign policy
- his handling of the War of Jenkins's Ear to 1742 seemed very ineffective, as Walpole sought to avoid the extension of war to include France.

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

- dissatisfaction with the perceived corruption of Walpole, and his ruthless use of the patronage system
- the Excise Crisis of 1733, in which Walpole had been associated with the attempt to appoint intrusive excise officers
- the rise of Cobham's Cubs, providing the focal point of a Whig Opposition within the Commons.

Furthermore, students may mention:

- the growing role of the Prince of Wales as a focus for Whig opposition
- the unpopularity of the Gin Act of 1736
- the death of Queen Caroline in 1737 removed Walpole's firmest ally at court
- the serious erosion of Walpole's support in the 1741 Election.

In conclusion, students may mention that Walpole himself had become somewhat dispirited by 1741, especially following the death of his wife. His support in the Commons had been steadily declining, though undoubtedly the difficulty of balancing a pacific foreign policy with the pressure from the mercantile classes proved too great.

Question 3

- 03** 'George III caused the ministerial instability of the years 1760 to 1770.'
Assess the validity of this view. (45 marks)

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

Generic 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 an 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 good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good 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 well-structured and fluently written. **38-45**

Indicative content

Note: This content is not prescriptive and students 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.

Students will need to assess and evaluate the extent to which the ministerial instability of this period was caused by the limited political insight of George III, and balance this against the view that other considerations were responsible for this instability. They should also examine the qualities and limitations of George III, to determine whether the qualities outweighed the limitations.

Students may refer to some of the following material in support of the view that George was, to a considerable degree, responsible for the instability:

- his tutor, the Earl of Bute, encouraged the view that it was his duty to rule actively
- Edmund Burke was certainly of the view that George was attempting to reverse the constitutional developments of the century
- George effectively ensured the departure of Pitt and Newcastle, and replaced them with Bute, despite his lack of support within the Commons
- George continued to take advice from Bute after his resignation, largely ignoring advice from his new PM, Grenville.

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

- some ministers, despite enjoying Commons support, had limitations (e.g. Rockingham)
- Chatham's health was in serious decline when George finally set aside bias and appointed him as PM
- other issues contributed to the general instability of the period (notably the deteriorating situation in North America, the impact of John Wilkes).

Furthermore, students may mention:

- the absence of a reversionary factor in this period, with no valid Prince of Wales to focus as a rallying point for disaffected Whigs
- the views advanced by Namier that George was merely seeking to rule according to the conventional rights of the monarch
- the relative youth and inexperience of George on his accession to the throne.

In conclusion, students may comment positively about the qualities and intentions of George, whilst mentioning that in practice the circumstances of the time, combined with George's inexperience and his determination to assert royal authority, led to the failure to establish effective, stable government.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion