



General Certificate of Education

A2 History 2041

Unit 3: HIS3F

Stability and War:

British Monarchy and State: 1714–1770

Mark Scheme

Specimen mark scheme for examinations in June 2010 onwards
This mark scheme uses the [new numbering system](#)

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the operational exams.

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 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)

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

Specimen Mark Scheme for examinations in June 2010 onwards

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

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

Question 1

- 01** 'Less successful at home than abroad.'
How valid is this comment on Stanhope's ministry from 1714 to 1721? (45 marks)

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

Generic Mark Scheme for essays at A2

- 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. **0-6**
- 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**

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.

On the domestic scene, Stanhope had mixed success. The Whigs were relatively successful in consolidating their power, notably by persuading George I to appoint a predominantly Whig Cabinet in 1714, with the handling of the Jacobite Rising in 1715, and through the passage of the Septennial Act in 1716. The repeal of the Occasional Conformity and Schism Acts in 1719 served to reward their non-conformist supporters. However, they were unable to prevent the Whig schism, and the emergence of internal Whig opposition led by Walpole and Townshend, a group which, in conjunction with the rump of the Tories, managed to defeat the Peerage Bill in 1719. Then came further discredit with the South Sea Bubble, since the government had consistently encouraged investment in the South Sea Company. Nevertheless, throughout the period Stanhope retained the support of George I, whose initial reservations about the Whigs had largely disappeared by 1720.

In terms of foreign affairs, Stanhope enjoyed some degree of success. He ended Britain's isolation following the Treaty of Utrecht, and restored relations with France, the Netherlands, Austria and, eventually, Spain. The former was an important development since Britain traditionally had difficult relations with France, and the loose alliance established in 1716 was to last into the 1730s. Improved relations with Spain raised the prospect of commercial developments in the New World, laying the foundations for the substantial expansion of British colonial interests later in the century. Stanhope was also successful in later stages of the Great Northern War, securing Hanoverian gains in Bremen and Verden, and largely ensuring that the Baltic was no longer dominated by one major power. There were occasions, notably on Baltic issues, when public and politicians alike suspected that Stanhope adhered too closely to Hanoverian interests, but an important part of his achievement was to present his policies in a manner which seemed to reconcile the potentially contrasting interests of Britain and Hanover. Candidates should contrast the activities of the government in both domestic and foreign policies, with some genuine attempt to express judgment in terms of the extent to which Stanhope satisfied government objectives in each area.

Question 2

- 02** How important was the role of central government in limiting the effectiveness of extra-parliamentary movements in the years 1714 to 1770? (45 marks)

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

Generic Mark Scheme for essays at A2

- 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. **0-6**
- 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**

Indicative content

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Candidates should focus clearly on the role of government in dealing with popular protest during this period, commenting on the extent to which government action proved effective in dealing with these crises. Candidates should also qualify the extent of government responsibility with comment on the impact of other contributory factors.

Extra-parliamentary activity in the early part of this period was often linked to Jacobitism. Central government did play an important role in dealing with the Jacobite threat, not only in the key years of 1715 and 1745, but also in the intervening years. In 1715, although the Hanoverian regime was inexperienced and relatively unpopular, they were supported by a well-organised and determined Whig government. Troops were quickly raised, arrangements were made with the Dutch for further help if necessary, and the arms and horses of known Catholics in the London area were seized. Although relatively few government troops were in Scotland, these proved adequate to cope with the ineffective Earl of Mar.

In 1718, the arrest of Count Gyllenborg and the search of the Swedish legation effectively removed the danger of Swedish support for the Old Pretender. Swiss and Dutch battalions were enlisted to deal with the feared Spanish invasion in 1719. The Atterbury Plot of 1722 was followed by the suspension of Habeas Corpus, and the imposition of a large fine on English Catholics, together with harsh treatment for Lyster and Atterbury. Although initially taken by surprise in 1745, the British army was too large for the Young Pretender, and the Duke of Cumberland showed ruthless determination in his pursuit of the rebels, culminating at Culloden. Candidates should contrast the above with other factors which limited the effectiveness of Jacobitism across this period, such as weak leadership, limited involvement of the Old Pretender, lack of direct foreign support, etc.

During Walpole's ministries, the government also had to deal with problems in Ireland and Scotland. In Ireland, Jonathan Swift, through his 'Drapier's Letters', led the attack on Wood's patent to supply small coins. The government responded with a mixture of concession and firmness; the patent was cancelled in 1725, but Irish office-holders who had supported the protests were replaced by Walpole supporters. In Scotland, there was widespread opposition to liquor taxation, resulting in the Glasgow riots of 1725 and the Porteous Riots of 1736; the government responded to the former with a review of the measure combined with the use of troops, and to the latter with a fine on the city of Edinburgh, which merely served to turn Scottish MPs against Walpole.

Popular protest was relatively limited between 1745 and the beginning of the reign of George III, when frustration with Bute's handling of the peace negotiations paved the way for the activities of John Wilkes. The early governments of George III showed limited insight in their attempts to handle Wilkes. His arrest for seditious libel following the publication of 'North Briton no. 45' merely served to draw public attention to Wilkes' arguments, and embroiled the government in an ultimately fruitless attempt to imprison him. The later attempts to deny him victory in the Middlesex elections further embarrassed the government, and left it open to a charge of attacking public and parliamentary liberties. Wilkes failure to have greater impact during this period was due largely to his own weaknesses of character, and the relative prosperity of the country.

Question 3

03 How far was Walpole's long tenure of office due to the avoidance of war? (45 marks)

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

Generic Mark Scheme for essays at A2

- 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. **0-6**
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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

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Walpole eventually wanted a peaceful foreign policy because it enabled him to keep the Land Tax low, and thus to ensure the continued support of the gentry. However, Walpole did not assume direct control of foreign affairs until 1729, prior to which Townshend was the driving force in foreign policy. Townshend pursued a relatively aggressive anti-Spanish foreign policy, making the Alliance of Hanover with France and Prussia against the Austro-Spanish commercial alliance in 1725. However, increased military spending resulted in the doubling of the Land Tax in 1727, and in 1729 Walpole's initiative resulted in the Treaty of Seville with Spain, Townshend resigning the following year.

By 1732 it was becoming clear that the maintenance of peace at almost any price was the cornerstone of Walpole's foreign policy. Had Britain supported Austria in the War of Polish Succession, consistent with the Second Treaty of Vienna of 1731, the rise of France and Spain might have been prevented, and thus the wars of the 1740s may have been averted; on the other hand, at least Walpole had avoided a costly war in the 1730s. The growing commercial clash with Spain in the 1730s greatly tested Walpole's popularity as he remained committed to a pacific foreign policy in the face of growing criticism from English merchants. He accepted war with Spain only reluctantly in 1739, and showed limited skill and commitment within the war, hoping to avoid any extension of war to France. A series of Commons defeats followed in 1741–1742, with Walpole resigning in February 1742.

Candidates should refer to other reasons for Walpole's lengthy tenure of office. These might include the significance of the Septennial Act, Walpole's widespread use of patronage and corruption, the financial support given by the Duke of Newcastle in election campaigns (particularly useful after the Excise crisis), the weakness of Tory/Jacobite opposition, and the relative prosperity of the nation. Quality responses ought to make some reference to the essentially transient nature of Walpole's structure, with support largely evaporating by 1742.