



A-LEVEL HISTORY

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

Mark scheme

June 2015

Version 1: Final

Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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 from aqa.org.uk

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 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, 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 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

June 2015

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 establishment of Whig domination in the years 1714 to 1721 was due to the lack of an effective opposition party.’
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 the extent to which the establishment of Whig domination was due to the lack of a credible Tory opposition and balance this against other contributory factors. They may also query the extent to which Whig domination had been achieved by the death of Stanhope in 1721.

Students may refer to some of the following material in support of the view that the lack of an effective opposition was the main contributory factor in the establishment of Whig domination:

- the Tories were out of favour on the accession of George I in 1714 because they were closely associated with the Treaty of Utrecht of 1713, which George felt had been a betrayal of the interests of Hanover
- aware of George's probable attitude towards them, many Tories had considered the possibility of finding an alternative successor to Queen Anne, difficult in view of the Act of Succession, and were increasingly demoralised
- the Tories were associated in the public mind with the Jacobites and the 1715 Rebellion, a connection emphasised by the Whigs
- the flight of leading Tories Bolingbroke and Ormonde to France in 1715 blackened the reputation of the Tories as a whole, being seen as traitors
- although the Tories had lost only a small number of seats in the 1715 General Election, the Whigs took advantage of public and royal insecurity following the 1715 Rebellion to arrange the Tory Purge of 1716, which aroused hardly any opposition.

Nevertheless, there are a number of other factors which helped to establish Whig domination to consider:

- the Whigs were determined to forge an alliance with the new Hanoverian dynasty, emphasising that George I, not a natural lover of the Whigs because of their support of Parliamentary rule, needed Whig support to guarantee survival of the dynasty
- the Jacobite Rebellion alarmed George and drove him further into the Whig camp
- the Septennial Act of 1716 extended the life of a Parliament from 3 to 7 years, thus giving the Whig government greater security of tenure
- Stanhope proved an astute and capable Secretary of State, whose subtly pro-Hanoverian foreign policy was greatly appreciated by George I without alienating too much support within Britain.

Furthermore, students may minimise the extent of Whig domination by 1721 by pointing out:

- Walpole and Townsend, disillusioned by Stanhope's pro-Hanoverian foreign policy, had left the government in the 'Whig Schism' of 1716, forming a new opposition centred on the Prince of Wales in 1717
- the defeat of the Peerage Bill (which would have strengthened government control of the House of Lords) in 1719 demonstrated that there were limits to the power of the Whig government

- the financial crisis caused by the collapse of the South Sea Company in 1720 threatened the government, whose survival was largely due to Walpole's decision to return to the government ranks.

In conclusion, students should make an overall assessment of the period, balancing the importance of Tory decline against the resolute determination of the Whigs to take full advantage of the circumstances of the time to ingratiate themselves with the new 'German' king. They might also point out that success was by no means guaranteed, and their survival into the 1720s was largely due to the strategic decisions of Walpole.

Question 2

- 02** To what extent was British foreign policy in the years 1722 to 1741 based on the maintenance of peace? **[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 the extent to which British foreign policy under Townshend and Walpole was determined by the desire to maintain peace, and to balance this against other considerations that influenced the government.

Students may refer to some of the following material in support of the importance of the desire to maintain peace:

- the legacy of Stanhope's peaceful alliance system lived on. Although Townshend had been a strong critic of Stanhope, his own policy was relatively cautious, securing an alliance with France and Prussia in the Treaty of Hanover before considering possible conflict with Spain
- Walpole engineered Townshend's removal in 1727 in order to prevent the outbreak of hostilities with Spain
- a peaceful foreign policy would avoid financial pressure and enable Walpole to keep the Land Tax low, thus ensuring the continued support of the landed classes in Parliament
- Walpole concluded the defensive Treaty of Seville with France and Spain in 1729 in the hope of consolidating peace
- Walpole ensured that Britain kept out of the War of Polish Succession, despite the fact that Britain had allied with Austria in the Treaty of Vienna of 1731, claiming that Britain had nothing to gain by intervention
- Walpole initially resisted going to war with Spain over trading issues in the late 1730s, entering war rather reluctantly when it seemed mercantile pressure would be difficult to resist, and showing himself as a less than vigorous leader during the War of Jenkins's Ear.

Nevertheless, there are a number of other factors influencing Walpole's foreign policy to consider:

- Townshend had been a strong critic of Stanhope's search for European allies and, during his handling of foreign policy, adopted an aggressive policy towards Spain over trade issues, concluding the anti-Spanish Treaty of Hanover in 1725
- the interests of Hanover. Although Walpole had left Stanhope's government in 1716 because of his dislike of Stanhope's pro-Hanoverian policy, once back in government Walpole realised that some acknowledgement of Hanoverian interests was essential to retain the necessary support of both George I and II. Both Georges feared a French attack on Hanover, and relied on Austrian protection against this; hence the 1716 alliance with France was allowed to decay, whilst an alliance with Austria came about in 1731
- as noted above, a low Land Tax was a major consideration with Walpole, especially after his Ministry was shaken by the Excise Crisis in 1733
- the support of the merchant classes was also important, as demonstrated by the fact that Walpole went to war with Spain over the Assiento Clause in the late 1730s.

Furthermore, students may minimise the extent to which maintenance of peace was even a consideration:

- the Treaty of Hanover of 1725 was a quite aggressive response to the Spanish attempt to open trade with Austria
- Walpole did not end the war of 1726–1728 immediately after the removal of Townsend, but continued until it was possible to extract some concessions in the Treaty of Seville, 1729
- Walpole had gone to war with Spain in the late 1730s, despite the fact that some in Parliament resisted this.

Students may conclude that the maintenance of peace was a significant consideration with Walpole, but has to be taken in conjunction with other considerations which, voluntarily or as a result of pressure or circumstances, Walpole had to bear in mind.

Question 3

- 03** 'Extra-parliamentary protests and conspiracies in the years 1721 to 1770 posed no serious threat to British governments.'
Assess the validity of this view. **[45 marks]**

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

Generic Mark Scheme for essays at A2

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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 the various extra-parliamentary protests and conspiracies of this period and evaluate the extent to which they troubled the governments, balancing this against the argument that they were short-lived and of limited consequence.

The main protests/conspiracies to consider are the Jacobite movement, mainly down to 1746, and the disturbances centred around John Wilkes in the early years of George III. Less well-known, but quite legitimate, are the excise riots (mainly in London) of 1733, and the Edinburgh riots of 1736–1737; students may well refer to other incidents from their own knowledge.

Students may refer to some of the following material in support of the contention that the protests were troublesome:

- the Atterbury Plot (Jacobite) of 1722–1723 involved the Bishop of Rochester, Francis Atterbury, thus indicating that even the Established Church was susceptible to Jacobite sentiments
- the excise and Edinburgh riots of the mid-1730s indicated a dissatisfaction with the nature of Walpole's government, expressed specifically in dislike of economic policy and arbitrary government authority
- the 1745 Jacobite Rebellion demonstrated lingering Jacobite support in Scotland, and the relative ease with which an apparently stable and not unpopular government could be thrown into a serious panic
- the various incidents surrounding Wilkes demonstrated the relative instability caused by the accession of a young, inexperienced monarch and his choice of ministers; this developed later in the 1760s into a broader dissatisfaction with the whole system of elections and parliamentary government.

Nevertheless, there are a number of factors to consider, suggesting that the threat from the protests was limited:

- they were, for the most part, short-lived. Although Jacobitism retained some support certainly to 1746, and even beyond, general prosperity within Britain meant that it was largely in the background, only surfacing on rare occasions
- the excise riots ceased when Walpole dropped the proposed excise tax
- firm use of the military by the government ended the Scottish disturbances of 1736–1737 and 1745–1746
- Wilkes' tendency to flit from issue to issue seriously damaged his credibility, and it is difficult to regard him as anything more than a temporary focal point for general public dissatisfaction with government policies/behaviour
- generally weak leadership of most protests/conspiracies (the Young Pretender, Wilkes etc).

Furthermore, students may mention:

- the close links between the Crown and the Whig governments during the reigns of George I and II
- the lack of a serious foreign threat during the period, most noticeable with the failure of the French to give genuine support to the Young Pretender
- capable and astute Whig ministers, notably Walpole and the Pelhams.

In conclusion, students may argue that the protests reflected genuine concerns, but lacked the discipline and determination necessary to trouble an increasingly stable and successful Hanoverian regime, served by capable ministers. The circumstances of the early years of George III did give greater opportunities to protest movements, but there remained a dearth of credible leaders.

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