

A-LEVEL HISTORY

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

2041
June 2014

Version 1.0 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 2014

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

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

Question 1

- 01** 'Stanhope's foreign policy was unpopular but effective.'
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 Stanhope's foreign policy was effective in meeting the interests of Britain, but was unpopular with politicians and the wider public.

Students may refer to some of the following material in support of the view that Stanhope's foreign policy was effective:

- Stanhope limited Swedish influence in the Baltic, thus satisfying British merchants who had interests there
- Russian expansion into Northern Germany was also resisted
- Stanhope improved relations with France, negotiating the Dual Alliance of 1716, thus minimising the possibility of the French government actively supporting a Jacobite challenge to George I
- Stanhope then expanded this into a Quadruple Alliance including France, the United Provinces and the Empire, thus creating reasonable peace and stability in Europe. Although Spain was initially outside the Alliance, and hostile to it, she had been persuaded to join by the end of Stanhope's period in office
- Stanhope managed to combine this with a pro-Hanoverian foreign policy, somehow balancing Hanoverian and British interests, and thus keeping George I firmly on the Whig side.

Despite the above, there were reasons why Stanhope's policies were unpopular:

- he was widely perceived to be acting primarily on behalf of Hanoverian rather than British interests
- his activities against both Sweden and Russia in the closing stages of the Great Northern War were felt to be inspired by Hanoverian hopes of territorial gain from Sweden, and her need of protection from an advancing Russia
- France was widely regarded in Britain as the traditional enemy, and the Dual Alliance was attributed to Hanoverian desires for security against possible French expansion
- British merchants felt that their interests were best served by a pro-Spanish foreign policy, which would ensure the continuance of the Assiento Clause; but Stanhope became embroiled in war with Spain in support of the Empire, with whom Hanover had close.

Students may contest the extent to which Stanhope's policies were effective and/or unpopular:

- on most issues, British and Hanoverian interests lay in a similar direction, though not necessarily for similar reasons
- Britain did risk mercantile losses if Sweden gained control of the Baltic, and no country wanted to see Russian expansion

- support for both France and the Empire was important to Stanhope's desire to maintain peace in Europe, arguably more important than trade links with Spain; in any case, Stanhope succeeded in bringing the Spanish war to a speedy conclusion, then persuading Spain to join an expanded alliance
- the Jacobites found limited foreign support for their activities, certainly after the start of the Dual Alliance.

Question 2

- 02** 'The Whigs dominated government in the years 1714 to 1760 because George I and George II were not interested in British politics.'
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

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Students will need to assess and evaluate the various factors contributing to the Whig domination of Britain between 1714 and 1760. They will probably focus mainly on the roles played by George I and George II, since that is the focus of the question, but should also refer to other factors contributing to this.

Students may refer to some of the following material to suggest that the lack of interest demonstrated by the first two Georges was a major factor:

- neither monarch could speak English effectively. Hence George I abandoned meeting with his Cabinet and preferred to meet only with Walpole, who thus emerged as the 'Prime' minister, the two men communicating in Latin
- both monarchs saw Hanover as their real home, making frequent visits there and insisting, despite the Act of Settlement, that British foreign policy centred around protecting Hanover
- George II, on accession to the throne in 1727, wished to dismiss Walpole as Prime Minister purely because Walpole had left the Leicester House group, rejoined the government, and therefore sided with George I, in 1720. However, Walpole's friendship with George II's wife, Queen Caroline, resulted in her using her influence to persuade her husband to continue with Walpole
- both monarchs were happy to allow Walpole to distribute patronage largely as he wished.

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

- the Tory Party virtually disappeared after the flight of leaders Bolingbroke and Ormonde to France, the Purge of 1716 and the fact that they were linked with the unsuccessful Jacobite Rising of 1715. For most of the next 40 years to be labelled a 'Tory' was synonymous with being a traitor
- although the Whigs suffered internal division (the Whig Schism) in c1717–1720, Walpole and Townsend returned to the fold in 1720, and Walpole was to establish personal and political domination which lasted until 1742
- Walpole used patronage to create supporters within both the Commons and the Lords, and the desire for patronage led to a large reduction in potential opponents of the regime
- Walpole was also very skilful, usually compromising if it seemed a policy was genuinely unpopular (e.g. the Excise Tax, 1733), and following, as far as possible, a peaceful foreign policy which enabled him to keep the Land Tax low
- after Walpole's fall from power, Henry Pelham eventually became Prime Minister and was able to establish a good body of support, subsequently inherited by his brother, the Duke of Newcastle, who used his fortune to fund Whig support
- any opposition within Parliament during this period came mainly from within the Whig Party itself, with significant but largely transient groups (e.g. Carteret's supporters in the late 1720s, the 'Cobham Cubs' at the end of Walpole's time, etc.)
- the existence of a 'reversionary factor' (opposition to government centred on the Prince of Wales) for most of the period after 1717 provided a useful safety valve to attract disaffected MPs, who would tend to return to government when circumstances improved.

In conclusion, students may well challenge the question; arguably both Georges did have some political interest, even if their emphasis may have been on Hanover rather than Britain. George I was concerned about possible Jacobite success in 1715. Walpole may have appeared more effective than the monarchs, but George II was happy to abandon Walpole and look elsewhere when merchants turned against his foreign policy in 1741–1742. At the time of his accession, George II had attempted to replace Walpole with Spencer Compton, and it took all of Walpole's skill to prevent this. After Walpole's resignation, George tried hard to establish Carteret as PM, not capitulating to Pelham's pressure until late 1744. In 1746, George made a determined, if ultimately unsuccessful attempt to replace the Pelhams with Bath and Granville; he actively if unsuccessfully defended the Regency Bill against Commons opposition in 1751, and successfully resisted Pitt's rise to power until 1757. Whig domination probably owed as much to the lack of an effective and organised opposition as to any other considerations.

Question 3

- 03** 'The political instability of the 1760s was entirely due to the actions of George III.'
Assess the validity of this view. **[45 marks]**

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

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Nothing written worthy of credit. **0**

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Students will need to assess and evaluate the extent to which the political instability of the first decade of the reign of George III was due to the actions of George III.

Students may refer to some of the following material in support of argument that George III's actions caused problems:

- George had been encouraged by his tutor, the Earl of Bute, to believe that it was his duty to rule actively
- George effectively ensured the departure of Pitt and Newcastle, and replaced them with Bute, despite his lack of support in the Commons
- George continued to take advice from Bute after his resignation, largely ignoring advice from the new PM, Grenville
- some politicians of the time (notably Edmund Burke) were firmly of the view that George was attempting to reverse the constitutional developments of the century
- George was relatively young and politically immature when he ascended the throne.

Students should contrast the above with other reasons for political instability:

- some PMs, despite enjoying Commons support, had limitations (e.g. Rockingham)
- Chatham's health was in serious decline when George finally overcame his initial reservations and appointed him as PM
- broader issues contributed to the instability of the period (notably the deteriorating situation with the American Colonies and the issue of John Wilkes)
- the absence of a mature Prince of Wales meant the absence of a reversionary factor, and therefore disaffected politicians began to look for a clear political party through which they could express their disapproval of perceived royal tactics.

Students are likely to conclude that up to the middle of the decade, George's actions were politically insensitive and stirred opposition. After c1765, he had more appreciation of the need to appoint a competent PM with whom he could work to ensure stable government, as evidenced by his changed attitude towards Chatham. Unfortunately for George, some of these politicians were now less capable (e.g. Chatham), and the political mood had turned against George.

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