



**General Certificate of Education
June 2011**

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

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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

June 2011

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

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

Question 1

- 01** To what extent was Stanhope's foreign policy between 1714 and 1721 dominated by the interests of Hanover? (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 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 identify and examine the main aspects of Whig foreign policy between 1714 and 1721 and assess the extent to which these were influenced by the interests of the state of Hanover.

Candidates may refer to some of the following material in support of the argument that the interests of Hanover were a significant consideration:

- George I wished to gain Bremen and Werden for Hanover from Sweden, therefore Stanhope reversed Britain's earlier support for Sweden
- the later Hanoverian fears of a Russian advance through Mecklenburg produced a British warning to Russia
- improved relations with the Empire effectively reduced possible threats to Hanover from that source.

Nevertheless, there were some policies which were either consistent with British interests, or exclusively focussed on British interests:

- arguably, British trading interests in the Baltic were threatened by the expansion of Swedish power
- the rise of Russian influence was a threat to the balance of power
- in Central Europe, improved relations/alliances with France, the United Provinces, the Empire, and eventually Spain, were all clearly consistent with long-established British interests concerning self-defence, trade and the balance of power
- the initial isolation of Spain through the Triple Alliance diminished the possibility of effective Spanish support for the Jacobites.

In conclusion, candidates may:

- comment on the skilful way in which Stanhope balanced support for George I and the interests of Hanover with the strongly held views of the British Establishment that British interests should not become subservient to those of Hanover
- comment on the overall abilities of Stanhope, notably the creation of a lasting alliance with France, and the avoidance of major foreign conflict stretching until the late 1730s
- observe that there were genuine points of similarity between British and Hanoverian interests.

Question 2

- 02** 'Royal support was the most important reason for the survival of prime ministers in the years 1721 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 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 and evaluate the various factors contributing to the survival in office of various Prime Ministers in this period. They will probably focus primarily on royal support, but should also identify a range of other factors. Candidates need not refer to all prime ministers of the period, but should be able to identify more than one. Whilst Walpole would be the most obvious example, candidates might also refer to some of the Prime ministers in the early years of George III, or the post-Walpole Prime Ministers of George II.

Candidates may refer to some of the following material in support of the contention that royal support helped to sustain any Prime Minister in power:

- George I respected Walpole's abilities, even though he had been earlier aligned with the Prince of Wales, and was content with Walpole in power after his handling of the South Sea crisis and the deaths of Sunderland and Stanhope
- Walpole's close links with Queen Caroline enabled him to survive the accession of George II, to whom he soon proved almost indispensable; however, his position weakened after the death of Queen Caroline in 1737
- later Prime Ministers in the later years of George II and the early years of George III often lacked royal support, and this largely explained their limited tenure (e.g. Pitt-Devonshire, Grenville, Rockingham, Grafton).

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

- the extensive use of patronage by Walpole and others (to some extent, but not entirely, supplied by the crown)
- a pacific foreign policy, notably associated with Walpole, which ensured low taxation and therefore limited opposition
- the cultivation of a sizeable power base within the House of Commons
- the lack of a viable opposition across most of this period.

Candidates may also point out how lack of royal support resulted in the early collapse of ministries:

- the difficulties experienced by Pitt the Elder, extensive critic of pro-Hanover foreign policy, in securing/retaining high office in the later years of George II
- the termination of the Pitt-Newcastle ministry by George III
- the steady undermining of Grenville's ministry by George III.

Furthermore, candidates may point out that royal support did not always secure long-term tenure of office:

- Bute enjoyed the full support of George III, but lacked Commons support and therefore could not survive long in power
- Chatham enjoyed royal support in his final Ministry, but was too ill by this time.

In conclusion, candidates may:

- credit Walpole with engineering the means of his survival, which included the cultivation of royal support
- mention the good fortune which Walpole enjoyed on occasions
- refer to the instability generated by the accession of George III, and the difficulties any Prime Minister might have experienced in that period.

Question 3

- 03** To what extent was the failure of the Jacobite cause in the 1740s due to weak leadership? (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**
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- 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 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 identify and explain the reasons for the failure of Jacobitism in the 1740s and balance this against other reasons contributing to the failure.

Candidates may refer to some of the following material in support of the importance of weak leadership in explaining Jacobite failings:

- political failings of the Young Pretender (failure to make adequate efforts to ensure French support, or to cultivate support from English Jacobites)
- military failings of Young Pretender (indecisive military leadership at Derby, failure to discipline troops during retreat)
- failure of the Old Pretender to play any active role (an increasingly remote figure since residence in Italy).

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

- absence of French support after aborted 1744 invasion attempt
- impact of adverse weather in 1744
- increased stability of the Hanoverian dynasty by 1740s (George resisting suggestions of flight to Hanover)
- greater prosperity within England weakening support for and amongst English Jacobites
- the Jacobite cause was often linked in the public mind with Britain's European rivals, France and Spain
- superior numbers of British troops, and ruthless pursuit of rebel forces by Duke of Cumberland).

In conclusion, candidates may:

- comment on the growing gulf between the Jacobites and the Tory Opposition
- focus on the rise of complacency and contentment within England
- acknowledge both the deficiencies of the Young Pretender and the difficulties that would have confronted any leader of the Jacobite cause at this point.

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