



**Cambridge International Examinations**  
Cambridge Pre-U Certificate

---

**HISTORY**

**9769/13**

Paper 1c British History Outlines, 1688–c.2000

**May/June 2016**

**MARK SCHEME**

Maximum Mark: 90

---

**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2016 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

© IGCSE is the registered trademark of Cambridge International Examinations.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

---

This document consists of **27** printed pages.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

*These banding definitions address Assessment Objectives (AOs) 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.*

## Introduction

- (a) The banding definitions which follow reflect, and should be interpreted within the context of, the following general statement:

Examiners will give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They will be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit will be given for evidence of a good historical intelligence and for good use of material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners will use these banding definitions in combination with the paper-specific mark schemes.
- (c) It goes without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners will also bear in mind that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 4 mark.
- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners will first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge Pre-U – May/June 2016</b>	<b>9769</b>	<b>13</b>

**Band 5: 25–30 marks**

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations.

**Band 4: 19–24 marks**

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary.

**Band 3: 13–18 marks**

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected.

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge Pre-U – May/June 2016</b>	<b>9769</b>	<b>13</b>

**Band 2: 7–12 marks**

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated.

**Band 1: 1–6 marks**

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; the answer is likely to include unsupported generalisations, and there will be some vagueness and irrelevance. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated and investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources are not to be expected. The answer may be fragmentary, slight and even unfinished.

**Band 0: 0 marks**

No evidence submitted or response does not address the question.

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

### Section 1: 1688–1760

#### 1 How successful was the Tory party in the reigns of William III and Anne?

**AO1** – The question concerns the role and importance of the Tory party, for example, in increasing its representation in the House of Commons, in supporting royal prerogative and the rights of the Church of England, and in offering criticism of expensive foreign policy and participation in continental wars.

**AO2** – Explanations about success, or lack of it, might include: the campaign against occasional conformity and the political significance of the Sacheverell affair; periods of substantial political influence including gains at the general elections of 1690, 1698, 1702 and 1710; the importance of Queen Anne's pro-Tory sympathies; Tory domination 1710–14; the roles of Godolphin, St John (Bolingbroke), Marlborough and Harley in increasing support for Tory policies. A balanced view is likely to require consideration of issues and developments which favoured the Whigs, including: growing Whig support and influence among the mercantile classes; the growing practice of occasional conformity before 1710.

#### 2 How close, in the period 1714–1746, did the Jacobites come to achieving their aims?

**AO1** – The question concerns the strengths and weaknesses of the Jacobites in relation to gaining their objective of re-establishing a Stuart succession. Candidates are likely to have knowledge of the risings of 1715–16 under Earl of Mar and of 1745–46. They may also refer to Jacobite plots (for example, Atterbury, 1722).

**AO2** – Judgements on likelihood of success are likely to turn on candidates' perception of Jacobite strengths and weaknesses during the rebellions themselves, but also on the extent of support for Jacobitism in the British political system. Responses might include pro-Jacobite sympathies among many Tories, especially in 1715. In 1745, considerable early success and penetration south from Scotland might have achieved more with determined and united Jacobite leadership.

#### 3 How important is royal support in explaining why Walpole was prime minister for so long?

**AO1** – The question concerns the relationship between Walpole and the early Hanoverian royal family, especially the first two Georges and Queen Caroline. Candidates could refer to a range of factors explaining Walpole's political longevity including: his control over Parliament and the means by which it was achieved; financial ability; preservation of peace (until 1739); and the strength of the Whig party contrasted with a divided Tory party.

**AO2** – Explanations for Walpole's long period as prime minister should be identified and candidates may wish to prioritise between various factors (see **AO1** above). Candidates may note Walpole's relationship with the early Hanoverians and set this factor against others. They may offer judgement on how far Walpole's success depended on his own abilities or the circumstances within which he operated.

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

**4 ‘The saviour of his country.’ Discuss this view of Pitt the Elder.**

**AO1** – The question concerns the achievements of William Pitt, First Earl of Chatham. Candidates could refer to his early career and his criticisms of Walpole, but they are more likely to concentrate on his career in the 1750s and early 1760s, including: advocacy of war, rather than peace, with Spain; criticisms of ‘Hanoverianism’; his war strategy, including its emphasis on the navy and protection of British colonies; and his role as prime minister in a coalition with Newcastle.

**AO2** – Given the quotation framing the question, candidates may concentrate on Pitt’s policies during the Seven Years’ War itself, but the ‘saviour’ element permits discussion of his criticism of how the war was waged and also of Pitt’s earlier criticisms of George II. Candidates may explain how Pitt’s wartime strategy made him a ‘saviour’, since war with France had achieved little before 1757. Candidates’ views on Britain’s war strategy before Pitt became Secretary of State may include discussion of the Prussian alliances (1756 and 1758). In reaching an overall judgement, candidates might argue that the most important victories were won in Canada and India, and by military leaders rather than by Pitt.

**5 Assess the contribution of John Wesley to religious life in the period c.1730–c.1760.**

**AO1** – The question concerns Wesley’s importance, including his contribution to a new ‘evangelical’ movement. Candidates could refer to: his religious background; the origins of the term ‘Methodist’ (late 1720s and early 1730s); ‘conversion’ experience (1738); evangelicalism and the saving of souls; Wesley’s preaching and his contribution alongside his brother; and the expansion of the Methodist community, including organisation, lay preaching and relations with the Church of England.

**AO2** – Assessment of Wesley’s contribution may use evidence such as that in **AO1** above and may discuss the scale and nature of his contribution to the evangelical revival. Other issues relevant to an assessment of his contribution include: Wesley’s emphasis on ‘field preaching’ and ‘conversion’; his concern to take religion to the people, especially in areas where the Church of England was weak; the extent to which his activities alienated Anglicans; and Wesley’s relationship with Charles, including the power of Methodism in melody and song.

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

## Section 2: 1760–1815

### 6 Assess the effectiveness of George III as monarch in the 1760s.

**AO1** – The question is likely to require an appraisal of George III’s abilities in the first decade of his reign. Candidates could refer to: George’s inexperience; his choice of ministers; his desire to delineate the proper functions of an eighteenth-century monarch; and the nature of the problems which he faced.

**AO2** – An overall assessment of ‘effectiveness’ might include: attempts to strengthen the role of the monarch; the experiment with Bute as an ‘outsider’ prime minister, although previously the King’s tutor; how George handled the developing conflict with the American colonists; the extent of the support from his ministers; the reasons for substantial political instability in the 1760s, and how far the King was responsible for this; and whether George operated through reliance on favourites.

### 7 Which better explains the American colonists’ victory in the war of 1775–1783: American military tactics or foreign intervention?

**AO1** – The question concerns an explanation of the reasons for the American victory with focus on two selected factors. On ‘tactics’, candidates could refer to: American attempts to avoid set-piece battles with the British; use of superior knowledge of the terrain and concentration of forces in key areas; important engagements such as Trenton (1776) and the siege of Yorktown (1781). On ‘foreign intervention’, candidates could refer to: French declaration of war on Britain (1778) followed by Spain’s (1779); and Armed Neutrality striking at British seizure of enemy goods in neutral ships.

**AO2** – Using information such as that in **AO1**, responses are likely to argue explicitly about which of the two factors was the more important. On the significance of foreign intervention, candidates could refer to Britain being prevented from concentrating its efforts on the colonists and the importance of financial support. On military tactics, early successes led to rising morale and greater internal support for independence and tactics staved off defeat until the colonists received foreign aid. Other relevant factors included: an inept British war strategy, including failure to support loyalist colonies (about a third of the total) and inadequate attempts to solve problems of supply and communication across 3000 miles.

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

**8 'The greatest achievement of the Younger Pitt's peacetime governments (1784–1793) was the restoration of national finances.' Was it?**

**AO1** – The question concerns the achievements of Pitt's peacetime governments with particular reference to financial matters. Candidates could refer to: Pitt's budgets and the reduction of the national debt; attacks on tax evasion, especially by smugglers; increases in indirect taxation; the Sinking Fund (1786) and Excise Scheme; the commercial treaty with France (1786) and increasing value of British exports. Candidates might also provide evidence about economic reform.

**AO2** – Using information such as that in **AO1**, responses are likely to produce a discussion concentrating on the relative importance of Pitt's financial policies. Candidates may discuss the impact of policies designed to reduce debt and increase overseas trade. Some new taxes (particularly that on windows) failed to produce much revenue. Other relevant factors included: administrative reforms leading to greater government efficiency; abolition of sinecure posts in government; and political stability based on Pitt's secure Commons majorities after the election of 1784.

**9 How important is the impact of the French Revolution in explaining the political difficulties of the Whigs during the 1790s?**

**AO1** – The question is likely to require assessment of the relative importance of the French Revolution on Whig political difficulties. Candidates could refer to the growth of radicalism stimulated by events in France, including the development of Corresponding Societies. At Westminster, opinions were sharply divided, although those seeing the Revolution as malign were a majority once war with France broke out in 1793. The Whig party split (1794): Portland/Pitt Coalition; proposals for parliamentary reform by Grey supported by Foxite Whigs.

**AO2** – Explanations concerning the relative importance of the French Revolution on British politics may include: the impact of the writings of Burke and Paine; changing perceptions as the Revolution's 'terror phase' began; Britain's declaration of war. Candidates arguing that the Revolution only partially explains the Whigs' political difficulties might mention the effects of Pitt's long tenure of power and the impact of war in stimulating patriotic response and thus further strengthening Pitt's government from 1793–94.

**10 What best explains Britain's mixed fortunes in the French Revolutionary War of 1793–1801?**

**AO1** – The question is likely to require an explanation for the fortunes of Britain during the French Revolutionary Wars. Candidates could refer to: Britain's naval strength and victories in 1794 and 1797–1801; the fate of expeditionary forces to the Low Countries; successes in the West Indies (capture of Trinidad, 1797) but at great cost; attempts to build coalitions with enemies of France and their fate.

**AO2** – Explanations of 'mixed fortunes' should include British setbacks as well as successes. Responses are likely to identify a factor which they consider 'best explains' mixed fortunes, although effective answers require consideration of other factors. Discussion may include: the contribution of the navy to preventing French invasion of Britain and in aiding colonial expansion; French/Spanish naval defeats; the weakness of the 'coalition strategy' on grounds of expense and France's military domination of much of Europe; the Egyptian campaign (1801) and its outcome.



Page 9	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

### Section 3: Themes 1689–c.1815

#### 11 What best explains the continuing dominance of the Protestant Ascendancy in eighteenth-century Ireland?

**AO1** – The question concerns the exercise of power in eighteenth-century Ireland. Responses are likely to select material from across the question's broad chronology. They may refer to Protestant wealth and power; abiding links with Scottish families; importance of Protestant domination both for Britain and Ireland; the British government's power over the Irish parliament at least until 1782.

**AO2** – Responses are likely to identify a range of reasons to explain the Protestant Ascendancy but 'best explains' is likely to require them to prioritise by arguing about which were the most important. Candidates may select from: economic power largely in the hands of Protestant landlords and Dublin-based lawyers; the substantially greater educational opportunities available to Protestants compared with Catholics; the impact of Jacobite threats giving both Britain and Protestant Ireland a common objective in securing power in Protestant hands; Britain's plans for political Union from the 1790s.

#### 12 What best explains why British agriculture in the eighteenth century was able to meet the challenges of a rapidly growing population?

**AO1** – The question concerns change and development in British agriculture during the eighteenth century, including an understanding of links between agricultural productivity and a population which virtually doubled in this period. Responses are likely to select material from across the question's broad chronology. They may refer to: 'new' crops and increased fertility of land; agricultural improvers, including the publicity given to effective innovation; parliamentary enclosure; creation of a more efficient and productive labour force; greater emphasis on efficiency, especially in arable farming.

**AO2** – Responses are likely to understand that 'best explains' is likely to require them to prioritise and identify the relative importance of various factors. Making use of material such as that in **AO1** above, they may argue that reorganisation of the labour forces (fewer peasants, more wage labourers) helped to increase productivity and set this against other factors relating to experiments and innovation in land use.

#### 13 Do intellectual developments in eighteenth-century Scotland merit the description 'a Scottish Enlightenment'?

**AO1** – Candidates are likely to discuss key features in the Scottish Enlightenment. They should select material from across the question's broad chronology and may offer an explanation and general understanding of the meaning of 'Scottish Enlightenment'. Candidates may consider the background, including educational developments and the role of Scottish universities. They may discuss: in philosophy, the development of reasoning (Hume); in literature, Boswell, Fergusson and Burns's contributions; in economics, trade liberalisation and Adam Smith; in science, Joseph Black on 'latent heat'.

**AO2** – This question requires discussion and judgement about intellectual development. Drawing on examples such as those in **AO1** above, candidates may place the Scottish Enlightenment in a European context and note areas in which Scottish work was at the 'cutting edge' of intellectual understanding. They may discuss the increasing importance of experiment and deductive reasoning and challenges to older ideas not grounded in reasoning, and to superstition.

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

**14 Assess the contribution of Britain’s colonial trade to its economy in this period.**

**AO1** – Responses are likely to show understanding of colonial developments and trade expansion opportunities. Candidates should select material from across the question’s broad chronology. They may refer to colonial expansion, especially to India and the Americas. They may also refer to the colonisation of Canada and much of eastern and southern America. The key trades include: cotton, tea, molasses and sugars; slaves and, for export, manufactured goods, especially clothing.

**AO2** – Responses are likely to understand that ‘assess the contribution’ is likely to require them to make a judgement about the relative importance of colonial trade in the wider context of the eighteenth-century British economy. Candidates may argue that Britain’s growing trade-based wealth gave it an edge over France by the 1760s with export-led growth critical to economic development, particularly in urban areas. Candidates may also discuss risk: storms, piracy and ‘over-stretch’.

**15 How important was hostility between social classes in generating popular disorder in this period?**

**AO1** – The question concerns the causes of popular disorder in eighteenth-century Britain. Candidates should select material from across the question’s broad chronology. They may refer to key features, including food riots and violent hostility to religious minorities, particularly Roman Catholics. On ‘social classes’, candidates may note growing stratification through an increasingly large and confident bourgeoisie in urban Britain and an emergent working class. Candidates may also note the distinction between farm servants and rural labourers in the countryside.

**AO2** – Response to this question may judge how far interclass hostility was responsible for the increasing frequency of riot and disorder in eighteenth-century Britain. They may argue that anti-Catholic hostility had a limited class base in comparison with extensive immigration, religious and ethnic issues. They may argue that an increasing awareness of class distinction helped to shape food riots, with hostility directed at millers and ‘factors’. Others may argue that food riots were fuelled by opposition to widespread export of grain to satisfy the needs of growing urban communities, leaving the rural poor facing want and higher prices.

**16 Assess the contribution of either painting or music to the cultural importance of eighteenth-century London.**

**AO1** – Responses are likely to show understanding of developments in either painting or music in this period and should also select material from across the question’s broad chronology. On painting, candidates may refer to commissions for rural scenes, often showing gentry and aristocratic scenes, and may discuss the work of such artists as Constable, Reynolds and Blake. On music, candidates may know the work of Arne and also social influence exercised by Handel and J C Bach.

**AO2** – Response to this question may link their specific knowledge of painting or music to those wider cultural developments in London. They should also assess the cultural contributions made by the art form chosen. On painting, candidate might discuss the influence of fashion and its emergence and how portraiture helped create a ‘cult of celebrity’ among the upper classes and the well connected. On music, they might discuss the growing popularity of opera and subscription concerts with varying prices aimed at different strata of society. Responses are likely to make a reasoned assessment specifically of the ‘contribution’ and may argue that relevant developments increased London’s significance as a cultural centre.

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

#### Section 4: 1815–1868

#### 17 How important were his personal qualities in explaining why Liverpool was prime minister for so long?

**AO1** – The question concerns Liverpool as prime minister and the reasons why he held the office so long. Candidates may refer to the political system, including the influence of the Tory party and the Whigs' long period out of office. On Liverpool, candidates may know about: his political experience before becoming prime minister; his handling of political crises; his experience; his relationship with Cabinet members and ability to prevent splits on contentious issues such as Catholic Emancipation.

**AO2** – The question is likely to require consideration of the relative importance of one key element – Liverpool's personal qualities (see **AO1** above) – within an overall assessment of why Liverpool was in office for so long. Other relevant factors include: the weaknesses of the Whigs, including the Grey-Grenville split; infrequency of general elections; the impact, and threat, of political radicalism on property owners.

#### 18 Do political or economic factors better explain the emergence of Chartism in the later 1830s?

**AO1** – The question concerns why Chartism emerged as a significant working class movement in the later 1830s. Candidates may know about: the impact of economic depressions on wage levels and employment prospects, and especially in the later 1830s; Chartist supporters' increasing sense of betrayal at the weak 'reform', supported by the middle classes and Whig leadership; and the increasing impact of radical journalism.

**AO2** – Responses are likely to make a judgement about the relative importance of a number of factors which help to explain why the Chartist movement emerged. Using information such as that in **AO1** above, they may identify political and economic factors separately or they might argue that economic hardship provided politically aware radicals with a favourable context within which to launch the People's Charter, with its six 'political' points.

#### 19 Assess the strengths and weaknesses of the Peel government of 1841–1846.

**AO1** – Responses are likely to show understanding of both strengths and weaknesses of this administration. They may refer to financial and economic policy, including Peel's priorities on trade liberalisation and repeal of the Corn Laws. In addition to Peel's leadership, candidates may discuss other key figures and policies of the government, including the work of ministers such as Graham at the Home Office, Aberdeen in foreign affairs and the young Gladstone in trade.

**AO2** – Responses are likely to assess both strengths and weaknesses in making an overall assessment of whether strengths outweighed weaknesses. Some candidates might see relations between government and Tory backbenchers as a weakness, with budget proposals to reduce government debt, while administrative reform should be seen as strengths. Peel's handling of the party crisis over the Corn Laws might be seen as a weakness, if keeping the party together were a key objective, or as a strength, if getting repeal of the Corn Laws was the priority, as Peel considered it to be.

Page 12	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

**20 (Candidates offering Paper 5g: Gladstone and Disraeli should not answer this question.)**

**Why was Disraeli able to pass a parliamentary reform Act in 1867 when Gladstone had failed a year earlier?**

**AO1** – The question concerns the reasons why a parliamentary reform Act could be passed. Candidates might refer to the apparent paradox that Russell and Gladstone’s Liberals had a strong parliamentary majority when Derby and Disraeli’s Conservatives did not. Candidates may concentrate on: divisions within the Liberal party; opposition to reform from the Adullamites; Gladstone’s concern over details; Disraeli’s flexibility; using Reform as a means of widening support for Conservatives in the country and ‘dishing the Whigs’; substantial changes to the Bill made in Cabinet and the Commons; and Disraeli’s tactics to persuade Liberal radicals to support a Conservative Bill.

**AO2** – Candidates’ explanations for the passing of a Reform Bill may draw on information such as that in **AO1** above. They might argue that Disraeli’s success derived from his mastery of parliamentary tactics and his concern to get a Reform Bill (almost any Reform Bill) passed; his flexibility and willingness to compromise by accepting amendments to the Conservative Bill; the Liberal failure of 1866 and the tactics of the Adullamites; and Gladstone’s mishandling of relations within the Liberal party.

**21 What best explains why Britain went to war with Russia in 1854?**

**AO1** – Responses are likely to show understanding of Britain’s foreign policy objectives in the early 1850s: peace in Europe, though not at any price; concern about Russia’s apparent expansionism in South-eastern Europe – its increasing grip on Ukraine; the threat to Britain’s trade routes and also to the balance of power in the area; the religious dimension and French concerns over its protection of the ‘Holy Places’ and its claim to be the sovereign authority over Christians in the area; Napoleon’s show of force in the Black Sea and Russia’s response; and the British fleet sent to Dardanelles (July 1853).

**AO2** – Explanations should concentrate on the causes of the war with Russia and identify a factor or factors which, in their judgement, deserve to be given particular emphasis. They might weigh the relative merits of: the threat to Britain’s economic influence in the Middle East and India; the need to shore up an increasingly weak Ottoman Empire in disputed areas; and the failure of the British and French, since war with Russia was far from inevitable.

Page 13	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

## Section 5: 1868–1914

**22 (Candidates offering Paper 5g: Gladstone and Disraeli should not answer this question.)**

**'All show, no substance.'** Discuss this verdict on the domestic policy of Disraeli's government of 1874–1880.

**AO1** – Responses are likely to refer to the key elements in Disraeli's domestic policy. They may refer back to the 'Bread and Circuses' speeches of 1872 as providing an outline agenda for domestic reform. They may refer to 'social' legislation such as: the Factory Act (1874) reducing hours of work for women and children; Employers' and Workmen Act (1875) permitting peaceful picketing; the Artisans' Dwelling Act (1875); Public Health Act (1875); Sandon's Education Act (1876).

**AO2** – Responses are likely to be aware that they need to make an historical judgement about a contentious historical proposition. Using appropriately selected evidence (see **AO1** above), they might reach judgements either way. Relevant factors include: a lack of 'substance', with Disraeli in declining health and, anyway, more interested in foreign and imperial policy; and Disraeli's lack of detailed knowledge of, and interest in, domestic policy, mitigated by his appointment of diligent and capable ministers (Cross, Sandon, etc.) who passed important legislation which increased state involvement in the 'social question' and might also help to refute any judgement that Disraeli was more a showman than a conscientious politician.

**23 'British colonial expansion in the 1880s and 1890s was solely motivated by European power politics.' Was it?**

**AO1** – This question is likely to require a judgement about a contentious proposition concerning the expansion of the British Empire. Responses are likely to be aware that the expansion referred to in the question was predominantly African. They may refer to: the ambitions of colonialists including Rhodes, Curzon and George Goldie; and the support of British governments for the acquisition of territory to come under British rule in this period.

**AO2** – Responses are likely to identify a range of possible reasons for colonial expansion in order to make a reasoned judgement concerning motivation for expansion. They may include the importance of: the rise of imperial Germany which was determined to have its 'place in the sun'; imperial expansion as a status symbol for competitor nations; the 'Imperial Ethic' as a civilising and Christianising mission (Rhodes and Curzon); the need to protect trade routes; acquisitions in order to establish a power base and to protect British trade; and gaining additional mineral resources, especially diamonds and gold and raw materials.

Page 14	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

**24 How much does the political dominance of the Conservative Party in the years 1886–1900 owe to Salisbury’s leadership?**

**AO1** – The question concerns the importance of Salisbury in explaining Conservative dominance in the given period. Candidates might refer to: Salisbury’s leadership of the Conservative Party, including three terms as Prime Minister; Tory political dominance and the Liberal split over Home Rule (1886) with most Liberal Unionists supporting Salisbury. On Salisbury himself, candidates may know about: his support for the Empire and its popularity at the ballot box; his support for improved housing and extensive local government reform; and the advent of free education for the working classes.

**AO2** – Candidates are likely to be aware of the need to provide a response which makes a judgement about the relative importance of one factor in explaining the political dominance of the Conservatives. Using evidence such as that in **AO1** above, candidates may refer to: Salisbury’s ability and tactical awareness; his shrewd identification of issues popular with an expanded electorate, including defence of the Empire; and Salisbury’s exploitation of Liberal implosion over Home Rule. Other relevant factors include: suburban expansion which favoured the Conservatives; Liberals’ failure to re-unite; the impact of Gladstone’s driven personality making Home Rule into a crusade; and Gladstone’s political longevity.

**25 Did the social reforms of the Liberal governments of 1905–1914 mark the beginning of ‘a welfare state’?**

**AO1** – The question concerns the nature and extent of Liberal social reforms. Candidates may refer to key pieces of legislation including: free school meals, Children’s Charter (1908), labour exchanges, Old Age Pensions, National Insurance against sickness and unemployment; and redistributive taxation (People’s Budget) to pay for expanded social provision. Candidates may explain their understanding of how a ‘welfare state’ might operate.

**AO2** – Explanations require candidates to evaluate the nature and extent of the social reforms passed in this period. Candidates may argue that they did begin Britain’s welfare state by: significantly expanding government involvement in social policy; targeting provision at the most vulnerable and in greatest need; and that reforms had national scope and provided a blueprint for further changes in later years. Candidates may alternatively argue that the State was not attempting either integrated or ‘cradle-to-grave’ provision or significant retention of local authority autonomy, for example, over school meal provision, and that national insurance provision was limited before 1914.

Page 15	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

**26 'Britain went to war in 1914 solely to curb German expansionism.' Discuss.**

**AO1** – The question concerns the reasons for Britain's declaration of war in 1914. Candidates may refer to the key factors promoting tension in Europe: German militarism and the threat to France; colonial rivalry (especially Morocco); crises and wars in the Balkans; and the 'powder-keg' effect of Franz Ferdinand's assassination.

**AO2** – Explanations should include a reasoned judgement on whether the selected factor was the unique cause of Britain's declaration of war in 1914. Candidates might argue that: Germany's rapid expansion and increase in power were the only immediate threat to Britain's security; Britain's long-standing commitment to a balance of power in Europe and Germany was threatened; through the arms race (dreadnoughts, etc.), an Anglo-German war by proxy was in place well before 1914. Alternatively, candidates might argue that: Britain's involvement in the ententes of 1904 and 1907 represented retreat from 'splendid isolation'; there was active diplomacy over Morocco crises and in the Balkans before 1914; armed camps were in place by 1914; and Britain had a treaty obligation to protect Belgium.

Page 16	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

### Section 6: Themes c.1815–1914

#### 27 'Standards of living for working people in towns increased significantly during the first half of the nineteenth century.' Did they?

**AO1** – The question concerns the factors determining changes in the standard of living of urban workers. Candidates may refer to changes in real wages, including differences in pay and work opportunities between men and women, and also to differences between skilled and unskilled workers, with engineers and printers capitalising on much-valued skills in the labour market.

**AO2** – Explanations should focus on selection of evidence which enables candidates to reach a reasoned judgement on the proposition presented in the question. Candidates taking a 'positive' view may refer to: new opportunities for work in industrialising Britain; declining prices of many foodstuffs after the end of the Napoleonic wars; and new opportunities for women in factory employment and as domestic servants. Those arguing the 'pessimist' case may emphasise factors relating to quality of life: rapidly rising death rates in the towns; poor quality of housing; and the impact of infectious disease. Candidates may make distinctions between the experience of skilled, permanent and unskilled workers, many of whose wages increased significantly, and casual workers who experienced frequent unemployment and vulnerability to trade depressions.

#### 28 What best explains why governments became increasingly involved in the provision of education for the poor in this period?

**AO1** – The question concerns government education policy and responses are likely to have relevant knowledge about the main developments. They should also select material from across the question's broad chronology. Candidates may refer to such key developments as: government grants to support education (1833); a changing inspection regime; the revised Code; Education Acts of 1870, 1876 and 1902; and the provision of free, compulsory education.

**AO2** – Explanations should focus on the reasons for increasing government intervention in education. Responses are likely to make judgements designed to indicate which instances of government involvement (such as those given in **AO1** above) were the most important, and thus 'best explains'. Candidates might refer to: the lack of a state education system; education as 'control' over the behaviour and attitudes of working people; school inspections designed to identify strengths and weaknesses; nonconformist pressure for non-denominational state education; and the momentum towards first compulsory and then free elementary education.

#### 29 Why did novels play such a central role in British culture in the nineteenth century?

**AO1** – The question concerns the importance of nineteenth-century novels and responses are likely to have relevant knowledge about the development of this genre. They should also select material from across the question's broad chronology. Candidates may mention: the increased availability and popularity of novels; the social and, in some cases, educational role of novelists; and novels which go beyond storytelling.

**AO2** – Explanations here should concentrate on the impact of novels in nineteenth-century culture and society and on explaining why that impact might be called 'central'. Candidates may refer to: novels identifying and reflecting social issues and/or problems; novels which 'raise consciousness' of important social issues, especially those circulating among the literate middle class; reading novels as an important leisure activity, especially for middle-class women; in the pre-electronic age, a relative lack of alternative leisure activities; and novel-reading as an appropriately 'genteel' occupation for the middle and upper classes.



Page 17	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

**30 ‘Catholic Emancipation increased both social and political tensions in nineteenth-century Britain.’ Discuss.**

**AO1** – The question concerns the impact of Catholic Emancipation and responses are likely to select material from across the question’s broad chronology. They may refer to: the intention of the Emancipation Act; increased levels of Catholic migration, particularly from Ireland after Emancipation during and after the Famine; pre-existing tensions and disagreements over religion, especially anti-Catholicism in England and Scotland; the success of anti-Catholic parliamentary candidates in elections; and anti-Catholic hostility and riots.

**AO2** – Explanations should concentrate on judgement about the wider impact of Catholic Emancipation. Candidates may refer to: hostility in Britain and Ulster to the principle of Catholic Emancipation; Catholics were widely considered poor, ill-educated and generally ‘inferior’, whereas Catholic Emancipation implied much greater equality of opportunity; social tensions deriving from both cultural and economic hostility; the impact of mass migration in certain areas, particularly the Northwest, Northeast and London; a growing perception that low wages paid to Irish workers drove wages down overall; tensions substantially increased from late 1860s as pro-Home Rule candidates were increasingly elected in Ireland; and the impact of violence, including political assassinations.

**31 To what extent did opportunities for the involvement of women in political life increase in the years 1867–1914?**

**AO1** – The question concerns the extent of women’s political engagement. Responses are likely to have relevant knowledge about opportunities for women in the political sphere in this period, selecting their material from across the question’s chronology. Candidates may refer to: role on School Boards from 1870; eligibility for single or widowed female ratepayers to vote in local elections (1869); Local Government Act, 1894, permitted election of women as urban and rural district councillors; women as poor law guardians; suffrage campaigns; and, larger numbers of women trade unionists also had potential for greater political engagement.

**AO2** – Using material such as that in **AO1** above, responses are likely to evaluate the extent to which women participated in political life. They may note that: women could not vote in parliamentary elections, although the suffrage campaign greatly increased their opportunities for involvement in political campaigns; women could be elected to school boards and many middle-class women were able to affect the direction of elementary school policy; despite opportunities, numbers of women councillors remained low. Candidates might also argue that middle-class women had much greater opportunities than working-class women.

Page 18	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

**32 Was the British economy ‘damagingly depressed’ in the years 1880–1914?**

**AO1** – The question concerns the performance of the British economy and responses are likely to select material from across the chronology framed by the question. Candidates may refer to: slackening growth rates; growing competition from USA and Germany; the prevalence of bankruptcy; agricultural depression, especially in arable areas; falling prices, especially for foodstuffs; the home market for manufactured goods; and development of a ‘commercial culture’ nature and extent of economic revival after c.1900.

**AO2** – Drawing on factors such as those indicated in **AO1** above, responses are likely to reach a judgement on the extent, and/or depth, of the British economy’s depression. Candidates may refer to significant differences across the economy as a whole, for example, a depressed arable farming sector contrasted with a greatly expanded and profitable financial sector. Candidates may argue that the extent of the ‘damage’ was limited and, except in particular sectors, containable. Thus, the emphasis should be on change and diversity in the British economy, rather than straightforward depression.

Page 19	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

### Section 7: 1914–1951

#### 33 Assess the importance of the Home Front to Britain’s war effort in the years 1914–1918.

**AO1** – The question concerns the importance of the Home Front to Britain’s war effort. Responses are likely to have relevant knowledge and may refer to: recruitment and patriotic propaganda; DORA and increased government control over manufacturing industry; and replacing conscripted men, the role of women in the workforce, for example, in munitions factories, transport and the Women’s Land Army.

**AO2** – Explanations should be framed to make a judgement on a central question in relation to World War I: how dependent was Britain on the nature and extent of the contribution provided by non-combatants? Using themes such as those identified in **AO1** above, candidates may refer to: how DORA helped mobilise the nation in support of the forces; the Home Front as an expression of patriotism and high morale; whether munitions factories did enough to meet the needs of troops on the Western Front and elsewhere; and withstanding a new kind of warfare from the air. Candidates may assess the importance of the Home Front against other key features of the war effort.

#### 34 To what extent were the advances made by the Labour Party in the period 1918–1931 dependent on weaknesses and divisions in the Liberal Party?

**AO1** – Response to this question may make a judgement on the reasons for Labour’s political progress in the context of Liberal weaknesses. They may refer to: Labour’s emergence as the official opposition in 1918; its first brief period in office (1924); and its second period after winning the largest number of seats (1929–34). They may refer to the reasons for Liberal weakness, including the split between Asquith and Lloyd George and its impact on the Party’s performance in the general election of 1918.

**AO2** – Explanations may be constructed to assess the relative importance of Liberal difficulties in Labour’s rise in the 1920s. Using evidence such as that in **AO1** above, candidates may argue a direct link between Labour rise and Liberal collapse, despite a modest Liberal revival in 1929. They may identify other factors to be weighed against Liberal travails for their relative importance. These may include: strong support for Labour from the Trade Unions; weaknesses of the Coalition government; growing electoral support for socialism; and MacDonald’s leadership.

#### 35 How important was support for the League of Nations in the conduct of British foreign policy between the wars?

**AO1** – Responses to this question may make a judgement on the relative importance of Britain’s membership of the League of Nations in shaping its foreign policy. Candidates may refer to: League of Nations Mandates, including governance of Palestine; support for a punitive peace settlement; Naval Agreements; changing policy towards Germany (Locarno, 1925, and Kellogg Briand, 1929); appeasement; support for League of Nations policy of sanctions on Italy (1935).

**AO2** – Answers may explain why Britain was a staunch supporter of the League of Nations, seeing it as a means to confirm that World War I was ‘the war to end wars’. Candidates arguing League of Nations importance could suggest that membership made Britain’s foreign policy cautious and consensual. Alternatively, they could suggest that membership of the League became increasingly a matter of form rather than substance, with its weaknesses revealed and Britain facing the implications of the rise of Fascism during the 1930s; and the virtual collapse of the League’s influence internationally by 1938.

Page 20	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

**36 'In the years 1940–1945, Churchill was a successful but flawed wartime leader.' Discuss.**

**AO1** – The question concerns an assessment of Churchill as Prime Minister during the Wartime Coalition in the light of a contentious quotation. Candidates may refer to Churchill's leadership of the Cabinet; his oratory and broadcasts in raising national morale, especially in 1940–42; his detailed interest in both strategy and tactics of the war; and his relationship with Roosevelt and Stalin.

**AO2** – Explanations may concentrate on both 'successful' and 'flawed'. On the former, candidates may argue: success in that Britain won the war, when it might not have done so without Churchill's appeals to the nation during the 'darkest days'; the effectiveness of Churchill's relationship with Roosevelt. On 'flawed', Churchill's leadership could be confrontational; he had frequent clashes with commanders who thought his grasp of military strategy and tactics unrealistic; he also experienced periods of depression during which both his judgement and his professional relationships may have been affected.

**37 'The domestic policies of the Labour government of 1945–1950 were socialist in name only.' Were they?**

**AO1** – The question concerns understanding of the key features of socialism – using the state to increase control over means of production, distribution and exchange. Key features of Labour's domestic policy might include: compulsory secondary education; fighting Beveridge's five identified 'evils'; development of the National Health Service; and nationalisation – Bank of England, Civil Aviation and Coal (1946), electricity (1947), gas, railways, London transport (1948), iron and steel (1949).

**AO2** – In their explanations about the extent of socialism, candidates might suggest two main indicators, either the increasing of state ownership for predominantly social or economic purposes or as a means of destroying capitalism. Candidates using the first may accept the quotation's validity. Otherwise, the question remains open. Some may suggest that post-war austerity had little to do with socialism and much to do with balanced budgets. Some may argue for 'socialism of necessity' since the nationalisation programme predominantly affected industries in economic difficulty. Candidates may refer to Harold Wilson's 'bonfire of state controls' (1948) as anti-socialist. Alternatively, much more of the economy was under state control by 1950 than had been the case at the beginning of the war.

Page 21	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

### Section 8: 1951–2005

#### 38 How successfully did Conservative domestic policies in the 1950s promote growing economic prosperity and increasing social cohesion?

**AO1** – The question concerns the impact of Conservative domestic policies. Candidates may refer to: de-nationalisation of iron, steel and road transport (1953); the end of rationing (1954); earnings outstripping price increases in the 1950s; the establishment of a new Council on prices, productivity and incomes (1957); social cohesion, the impact of immigration from the Commonwealth; and the boom in house building (council and private) with the Conservative pledge to build 300 000 per year mostly met.

**AO2** – Explanations may turn on judgements about Conservative successes in implementing their policies. Substantial electoral victories in 1955 and 1959 suggest that the Party's message was popular. Candidates may argue that largely unrestricted immigration after 1948 threatened social cohesion and that the Conservatives introduced no race-relations legislation. Against this, the Conservatives presided over the beginning of a substantial and long-lasting economic boom, and voters perceived a stark contrast with the 'austerity Britain' of Labour. Candidates can plausibly argue either for greater or lesser success of Conservative policies.

#### 39 Why, in the 1960s and 1970s, were industrial relations so often so poor?

**AO1** – The question concerns understanding of trade union influence and of the climate which produced poor industrial relations. Trade union influence was heightened by increasing union membership, reaching a peak of 13.5m in 1979. The period was characterised by frequent strikes, for example, seamen (1966), miners (1972 and 1974). Consideration of the role of government might include: labour prices and incomes policies were unpopular with the unions, as was the Conservatives' Industrial Relations Act (1970), which was later repealed by Labour (1974); union rejection of incomes policy and the 'winter of discontent' (1978–79); and more days were lost to strikes in the 1970s (especially 1972 and 1979) than in the 1960s.

**AO2** – Explanations should focus on why industrial relations were frequently poor. Candidates may argue that the blame lay, not with employers, but with increasingly intrusive government labour policies. They may discuss: economic advance matched by the increasing trade union influence; failure of government attempts to create a new climate for labour relations; and the ability of unions, even in relatively uncompetitive industries, to organise and sustain disruptive strikes.

Page 22	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

**40 Was the most difficult colonial problem faced by British governments in the period 1951–1979 Southern Rhodesia’s Unilateral Declaration of Independence (UDI)?**

**AO1** – The question concerns Britain’s colonial relations over a period of almost thirty years, with particular concentration on Southern Rhodesia. Candidates may mention other problems, such as the Mau Mau rebellion (1952); South Africa’s withdrawal from the Commonwealth (1961); and general management of the independence process from the late 1950s to the mid-1970s. On Southern Rhodesia, responses are likely to know about the factors leading to continuation of majority rule and the background to UDI.

**AO2** – Explanations may focus on Britain’s colonial policy, which was increasingly focused upon independence. Candidates may explain why Rhodesia presented particular problems, especially after the collapse of the Federation of Rhodesia and Nyasaland. Relevant issues raised may include: an increasingly hostile international context to UDI; growing concern; the protracted period of minority rule; and eventual conflict resolution (1979). Candidates might argue that the overall management of the independence process was at least as ‘difficult’ and some may argue the case for seeing a nationalist insurgence movement in Kenya as the ‘most difficult colonial problem’.

**41 Assess the effectiveness of Britain’s European policy during the prime ministership of Margaret Thatcher.**

**AO1** – The question concerns Britain’s policies in relation to the European Economic Community (EEC) during the 1980s. Candidates could refer to: the overall direction of the European Union (EU) during the 1980s; development of a European Monetary System (1979); Single European Act (1986); and Britain’s participation in the European Monetary System (1990). Specific issues may include: British hostility to the Common Agricultural Policy (CAP); Thatcher’s campaign for a financial rebate from the EEC; and her hostility to the creation of a ‘European super-state’.

**AO2** – Explanations may turn on an analysis of Thatcher’s overall objective. Candidates may discuss: the impact of Thatcher’s views on Britain’s national position vis-a-vis the EEC; her support for free trade and lower taxation, which had lower priority in many EEC states; Thatcher’s opposition to federalism; and her deep-rooted suspicion of Germany’s objectives. On ‘effectiveness’, candidates may argue that the EEC rebate of £1.5m over three years resulted from effective policy-making; and that the EEC also conceded national ‘opt-outs’ in sensitive areas. Anti-CAP policies bore little fruit. Candidates might consider the Bruges speech by Thatcher and its impact. Candidates may note that Thatcher signed up to key elements of the European project (see **AO1** above).

Page 23	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

#### 42 Why did 'New Labour' win the general election of 1997 so decisively?

**AO1** – The question concerns an explanation for a huge election victory. Candidates may see that rounded explanations for New Labour's decisive win need to cover both the Party's attractiveness to electors and also the long-term problems of the preceding Major government. Candidates may refer to: growing popularity of Labour under Smith and Blair; the attack on 'Clause 4' public ownership; Labour's strategy to capture 'swing votes'; and effective public relations and support from normally anti-Labour newspapers. Explanation for Conservative difficulties may include: 'Black Wednesday' (1992), the collapse of sterling and the Party's loss of its reputation for sound management; increasing Party divisions; growing evidence of sleaze and sex scandals in the Party.

**AO2** – Explanations may relate to the selection of evidence such as that in **AO1** above. Responses are likely to see the significance of 'so decisively'. Material on the scale of victory may include: Blair's presentational skills; Major seen as a weak leader; increasingly open divisions within the Conservative Party, especially over Europe; the limited range of Conservative support; and the fact that the Party lost almost 180 seats. It won none at all in Scotland or Wales and few in the north of England.

Page 24	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

### Section 9: Themes c.1914–2000

#### 43 'The British economy in the twentieth century did best when governments placed most faith in "market forces".' Did it?

**AO1** – The question concerns government economic policy and candidates may refer to knowledge about the British economy and assumptions relating to economic management by governments. They should also select material from across the question's broad chronology. Candidates may refer to periods of relative laissez-faire, especially in the early twentieth century and since c.1980, and to periods of control, particularly during the World Wars but also in the period from 1945 to the mid-1970s. They may indicate that the twentieth century was a period of economic decline relative to many competitor states.

**AO2** – Explanations may include discussion of the extent to which government influence affected economic performance and may cite, for example, the difficulties encountered in trying to reduce unemployment both in the inter-war period and in the 1980s. Candidates may also refer to periods of economic recovery such as, for example, c.1955 to 1970 and c.1985 to 2000, in order to test the hypothesis framed by the quotation in the question.

#### 44 Why, in this period, did central government become increasingly interventionist in its education policies?

**AO1** – The question refers to government education policies and candidates may refer to relevant knowledge in this area. They should also select material from across the question's broad chronology. Candidates may refer to key educational developments influenced by government policy such as: secondary education (1902 and 1918 Acts); 'Butler' Education Act (1944) and the spur to grammar school expansion; increased criticism of grammar schools leading to growing support for comprehensive secondary schools; 1988 Education Act, including a new 'national curriculum'; and the declining influence of local education authorities.

**AO2** – Explanations here may turn, in part, on the use of 'increasingly', which candidates may argue is an inappropriate description, although most are likely to agree that it is apt in relation to the last two decades of the century. Reasons for developments such as those indicated in **AO1** above include: government perception of the need for a better skilled workforce in an age of technological change and innovation; concern that British education standards were declining internationally; an element of 'social engineering'; after 1918, the perception that a mass electorate should be an educated electorate; and central government perception that local government control of state education was inadequate.



Page 25	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

**45 Explain why, in the second half of the twentieth century, the achievement of harmonious race relations proved more difficult in some areas of the country than in others.**

**AO1** – The question concerns race relations and their impact. Responses are likely to include relevant knowledge about key changes and should also select material from across the question's chronology. Candidates may refer to: British Nationality Act (1948); growth of immigration from the West Indies and East Africa; Race Relations Act (1965) and Commonwealth Immigrants Act (1968); Immigration Act (1971) and changes in immigration law (1979, 1981 and 1988) which were all designed to restrict immigration; and the growth of extreme right-wing opinion against immigration, especially the National Front and British National Party.

**AO2** – Explanations may note that legislation since the 1960s has increasingly provided protection against racial discrimination while attempting to tighten controls on numbers of immigrants. Causal explanations should cover both relations between ethnic groups and reasons for geographical differences. On race relations: early assimilation of Empire/Commonwealth immigrants, followed by outbreaks of racial hostility (for example, Notting Hill riots, 1958; Brixton, Moss Side and Toxteth, 1981; Handsworth and North London, 1985). On reasons: disruption more evident; rioting and anti-police activity increased in urban areas, especially those with high poverty levels, unemployment and overcrowding; lack of understanding across ethnic divides; the success of BNP in some urban areas.

Page 26	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

#### 46 Assess the impact of immigration in British society in this period.

**AO1** – The question concerns the impact, both positive and negative, of immigration in British society during the twentieth century. Candidates should know that, although Britain experienced significant levels of immigration in the first half of the twentieth century (especially of Jews aiming to avoid the impact of pogroms), immigration's overall impact was greater in the second half of the century, especially after the British Nationality Act (1948) made the process of acquiring British citizenship easier. After 1945, governments encouraged migration from the Empire, especially from the Caribbean, Pakistan and East Africa. About 2m immigrants to 1991 followed by more rapid increase with 4m immigrants during 1991–2011. By 2011, just over 1 in 8 citizens were not British-born. Candidates should know about the significance of migration from Europe, especially from Poland, in the late 1940s and 1950s and of highly skilled EU workers after Britain's entry to the Common Market. Candidates may present evidence about the contribution of immigrants to particular industries and services, such as transport and the National Health Service.

**AO2** – Explanations about 'impact' should consider a wide range of factors. Many candidates will examine 'positive' and 'negative' factors separately. Able candidates are likely to sustain an argument, grounded in secure knowledge, which reaches a reasoned judgement about overall 'impact' in changing British society. Drawing on evidence such as that indicated in **AO1** above, candidates may argue that, especially in the 1950s and 1960s, governments welcomed immigrants as helping to fill the 'skills gap'. More negatively, some cities with high immigration levels (including London, Bradford and Leicester) experienced inter-racial hostility with white citizens putting up a 'colour bar'. Overall levels of violence, though played up in the tabloid press, were relatively low, however, and generally contained. Racial tensions in general lessened from the 1970s, especially as the proportion of British-born non-white citizens rapidly increased.

Some candidates may argue that Britain had become a more tolerant society by c.2000. Candidates should present evidence on the contribution of immigrants to the economy in both skilled and less skilled occupations. Though opponents of immigration continued to argue that immigrants were 'taking our jobs', economic evidence indicates that immigrants made a positive overall fiscal contribution. Good candidates should show awareness that the impact of immigration requires more than discussion about changing levels of inter-racial harmony over time. They might emphasize such social factors as: growing immigrant prosperity, cultural diversity, and changes in levels of overall tolerance. Able candidates might also discuss the impact of immigration from other EU countries and the overall contribution to British society of highly-skilled immigrants producing an arguably changed focus on 'impact' from one of fear and hostility to one of envy about the material wealth of some successful immigrants.

Page 27	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	13

**47 Why, in the second half of the twentieth century, was the reputation of the National Health Service generally so high?**

**AO1** – The question concerns how the NHS has been perceived since its inception. Candidates are likely to have relevant knowledge and should also select material from across the question's chronology. They may refer to: the creation of the NHS as part of radical innovation in national insurance and welfare provision; the principle of free access at point of need; increased availability of access to specialist medical care; and the NHS as a 'jewel' in the British social policy 'crown'.

**AO2** – Explanations may cover many factors relating to improved care: a free system; virtually all qualified practitioners worked in the NHS, at least part-time; the impact of specialist care, for example, declining death rates and increasing longevity; the falling ratio of patients to doctor; and mass immunisation. Some candidates might argue that the NHS did not deserve such a high reputation. They might mention: ever-growing costs and time pressures as the old lived longer and needed more care than the service could adequately provide; insufficient attention to the disciplines of the market; and the 'counter-revolution' of the 1990s in the formation of self-governing trusts and the expansion of 'medical management'.

**48 Examine the view that, despite its development in this period, popular culture had no significant impact on British political life.**

**AO1** – The question concerns the impact of popular culture on political life. Candidates are likely to have relevant knowledge about the main developments, linked to the political sphere. They should also select material from across the question's broad chronology. They may refer to: politicians' strategies for connecting with voters; the use of mass media; appearances on popular television programmes such as 'chat shows'; and politicians showing, or feigning, knowledge of developments in popular culture.

**AO2** – Candidates may provide explanations of popular culture's impact on politics. They may argue either that politicians were 'out of touch', alienating young people so that popular culture had little impact on political life, or that, thanks to popular culture, politicians became increasingly aware of issues important to folk usually uninterested in conventional politics. Candidates may argue that: politicians have increasingly referred to popular artists and programmes to suggest that they understand 'ordinary people's' interests and concerns; and adviser influence providing prompts, such as those by Alastair Campbell, particularly over reaction to the death of Diana (1997). Candidates can make a judgement either way, but should provide examples of politicians' attempts to engage with popular culture, whether risibly or otherwise.