



Cambridge Assessment International Education
Cambridge Pre-U Certificate

HISTORY (PRINCIPAL)

9769/13

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

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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.

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This document consists of **30** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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 2019–2021 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.

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.

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.

Section 1: 1688–1760

Question	Answer	Marks
1	<p>How effective was William III as King of England?</p> <p>AO1 – Relevant areas include William’s role in the Revolution Settlement; his role as a war leader; his handling of Parliament; his relations with the aristocracy; his frustration with political detail; and, his consideration of returning.</p> <p>AO2 – William III’s abilities and achievements both in England and in foreign affairs may be discussed. Strong answers will discuss both William’s strengths and his weaknesses.</p>	30

Question	Answer	Marks
2	<p>Why was England so frequently at war in the years 1689–1714?</p> <p>AO1 – Relevant issues include the conflict in Ireland to secure Protestant succession; William’s role in taking England to war; and, the needs of Britain’s allies.</p> <p>AO2 – There may be a discussion of England’s increased involvement in European war and William’s concern for defence of the Netherlands; economic issues; and the payment of subsidies to sustain the war effort.</p>	30

Question	Answer	Marks
3	<p>‘Jacobitism posed a substantial threat to political stability in the years 1714–1746.’ Did it?</p> <p>AO1 – Relevant issues include: the Jacobite Risings of 1715 and 1745–1746; some support for Jacobitism and Catholicism among landowners.</p> <p>AO2 – There might be discussion about the extent of the political threat at different times (including the direct threat from the risings in 1715 and 1745. Answers should also will be aware that Jacobitism had some support in England as well as highland Scotland.</p>	30

Question	Answer	Marks
4	<p>Assess the effectiveness of Walpole's economic and financial policies in the 1720s and 1730s.</p> <p>AO1 – Relevant issues include: Walpole's role in stabilising the economy after the South Sea Bubble; mercantile policies, including taxing British exports to help keep prices low at home; his keeping of taxes low on imports which did not compete with British goods to war; the unpopularity of Walpole's taxation policies; the stimulus for manufacture of naval goods, to reduce reliance on the Baltic; and, his policies to help the new colonies, especially in the Americas, to establish themselves.</p> <p>AO2 – The emphasis here should be on 'effectiveness', and stronger answers will show awareness of weaknesses as well as strengths, probably concentrating on opposition to the Excise Bill which produced hostility and riots.</p>	30

Question	Answer	Marks
5	<p>What best explains the opposition to Wesley and the Methodists in this period?</p> <p>AO1 – Relevant issues include: the growth of evangelicalism from the 1730s and Methodism's importance; Wesley's desire to remain within the Anglican communion; other aspects of evangelicalism; Anglican perception of threat from Methodism; and, the rivalry among opposition groups.</p> <p>AO2 – There might be judgement about the nature of the threat from different groups; the opposition to itinerant preaching; the extent of opposition from diverse evangelical groups; the ambivalent status of Methodism; and, the Anglican reaction to what they saw as Wesley's challenge, including his 'misleading' the poor.</p>	30

Section 2: 1760–1815

Question	Answer	Marks
6	<p>'British government incompetence was responsible for the loss of the American colonies.' Was it?</p> <p>AO1/2 – The question allows the possibility of considering whether Britain was responsible for the rift with the colonies and whether the outcome of the war was explicable by British incompetence. If answers concentrate on the war alone, this would be acceptable. However, answers which merely look at the origins are explaining the outbreak of revolt, not its outcome and the loss of the colonies. One view could see the British as responsible for the outbreak of hostilities which led to the loss of the colonies by their mismanagement of the change from: salutary neglect, their lack of appreciation of the colonial viewpoints, their overreaction to opposition, their treating unrest as rebellion and then their failure to deal decisively with initial opposition (Bunker Hill), their failure to prevent Washington from reaching Pennsylvania, the failed strategy which led to Saratoga, and the weaknesses of the final campaigns leading to Yorktown. A counterview might be that it was American intransigence which led to unrest and revolution, colonial skills which led to the key reverse at Trenton, and, the persistence shown by the colonists and foreign intervention – particularly that of France – that were more important.</p>	30

Question	Answer	Marks
7	<p>Why did the campaign for the abolition of the slave trade take so long to achieve its objective?</p> <p>AO1 – Relevant issues include: the organisation of the campaign; the extent of the support among evangelicals; the economic and political strength of the slave traders; and, other issues took priority, particularly the French Wars.</p> <p>AO2 – There could be discussion about the nature of the slave trade, including its profitability; the political support slave traders could call on both in Parliament and in the main slaving towns (London, Liverpool and Bristol); other political issues often took precedence; and, the wide range of issues which concerned Evangelicals.</p>	30

Question	Answer	Marks
8	<p>Why, in his peacetime ministry (1783–1793) was Pitt the Younger able to keep the Whig opposition out of office?</p> <p>AO1 – Relevant issues include: George III’s support for Pitt; Britain’s economic recovery during the 1780s; splits in the Whig party over the French Revolution from 1790; and, Pitt’s economic policies being broadly successful, although some new taxes ‘mis-fired’</p> <p>There could be a judgement about Pitt’s policies and their impact on political groupings. Some answers might emphasise the importance of support from the King, while others might argue that Pitt’s own responsibility linked to the revival of prosperity helped to strengthen his position seem more secure. Strong answers may discuss the growing weaknesses of the Foxite Whigs, especially from 1788–1789, and their inflated expectations of office during the ‘Regency Crisis’ However, similar material could be used to emphasise the good impression Pitt had already made.</p>	30

Question	Answer	Marks
9	<p><i>(Candidates offering Paper 5g: Napoleon and Europe should not answer this question.)</i></p> <p>Which, in the years 1803–1815, was more important in explaining Britain’s victory over France: military strength or diplomacy?</p> <p>AO1 – Relevant issues include: the nature of naval mastery after 1805, especially in reducing the effectiveness of Napoleon’s ‘Continental System’ and making an invasion of Britain impossible. The Peninsular War and the ‘Spanish Ulcer’ could be considered. In considering diplomacy, some key elements include the high level of Britain’s ‘diplomacy’ via subsidies to allies and the determination of Britain to maintain coalitions.</p> <p>AO2 –Answers may emphasise the importance of financial support to the allies which kept them in the field and the sustained diplomatic efforts to keep coalitions in being. In purely military terms, the contribution of the navy and of Wellington’s campaigns may be discussed.</p>	30

Question	Answer	Marks
10	<p>What best explains the coming of political union between Britain and Ireland in 1801?</p> <p>AO1 – Relevant issues include: the impact of the French Wars, including Britain at risk from invasion from France, and the increased unrest among nationalists leading to rebellion (1798).</p> <p>AO2 – Answers may emphasise Britain’s concern of the risk of French invasion via Ireland and how this changed perceptions in the later 1790s. They might also concentrate on the extent of coercion and bribery which were used to gain Irish MPs assent to giving up their separate parliament and independent powers, limited though these were.</p>	30

Section 3: Themes 1689-c.1815

Question	Answer	Marks
11	<p>How important were religious issues in explaining the relationship between Britain and Ireland in this period?</p> <p>AO1 – Relevant issues include: James II’s failure to win back the throne in Ireland; Britain’s perception of Catholic Ireland as ‘priest-ridden and ‘backward’; within Ireland, the rule exercised by a Protestant minority; relevant economic factors included domination of Irish trade by Protestants; the lifting of trade restrictions during wartime; and, Grattan’s Parliament.</p> <p>Answers may feature reasoned and informed judgement about the relative importance of religious divisions and economic factors. Good answers might argue that the religious issue was not the overwhelmingly dominant one. Although the century was dominated by British domination, there was some less oppressive legislation relating to Catholics (Relief Act 1793) and to trade (Acts relating to the export of wool (1779). Another good argument might be that Catholic issues were less important or less oppressive than trading ones.</p>	30

Question	Answer	Marks
12	<p>‘Developments in transport were vital to the pace of economic change in eighteenth-century Britain.’ Discuss.</p> <p>AO1 – Relevant issues include improvements in roads, canals, and experiments with steam. In terms of economic change, the emphasis might be on increases in speed, and the relationship between specific transport developments and rates of economic change.</p> <p>AO2 – Answers might argue that pressure for transport improvements came largely from wealthy traders and entrepreneurs anxious to increase productivity and competitiveness. Their contribution might well be seen as ‘vital’ on its own. However, some answers might suggest that more was needed, such as government and parliamentary support for dynamic innovations and economic initiatives.</p>	30

Question	Answer	Marks
13	<p>'Eighteenth-century Britain experienced only limited social change.' Did it?</p> <p>AO1 – Relevant issues include: the early impact of the industrial revolution (c.1760) related to mechanisation; population growth increases; and, substantial movement from countryside to town restricted to particular areas, especially London, the North-West and Yorkshire.</p> <p>AO2 – Answers should judge the extent of social changes. They may argue that the extent of social change depended on which elements in society are the focus of study: with skill and luck, manufacturers could make fortunes; while, the eighteenth century saw a fashion revolution, especially in London, Bath and the Spa Towns. The scope of the question is deliberately wide.</p>	30

Question	Answer	Marks
14	<p>How innovative were eighteenth-century developments in <u>either</u> literature <u>or</u> political theory?</p> <p>AO1 – On literature, relevant issues include the emergence of the novel as a new art form and of poetry (especially as an aspect of romanticism) with a discussion of innovation in terms of form, content or language. On 'political theory', answers may concentrate on the impact of the Enlightenment in attacking authoritarian government and the importance of representation, and to what extent this was innovative.</p> <p>AO2 – A reasoned and informed judgement about the originality of the developments cited and their relationship to previous developments is required. There could be reference to what changes, developments and controversies these gave rise to, but the question explicitly asks about innovation.</p>	30

Question	Answer	Marks
15	<p>'Britain acquired colonies in the eighteenth century to increase its trade, not its political power.' Discuss.</p> <p>AO1 – Relevant issues include acquiring colonies, particularly in the Americas and increasingly in Asia and North Africa. Answers might discuss many new colonies not being fortified but used mostly as trade bases, Britain's acquisition of Australia and its early development, and the growing importance of the Indian sub-continent.</p> <p>AO2 – Answers may feature reasoned and informed judgement about the relative importance of the two factors identified in the question. Some may argue that what began as an acquisition to expand a commercial relationship required fortification. Also, some colonies were acquired as part of peace settlements. Some answers may distinguish between 'informal' and 'formal' governing arrangements.</p>	30

Question	Answer	Marks
16	<p data-bbox="316 248 1270 282">How widespread were protest and disorder in Britain in this period?</p> <p data-bbox="316 315 1276 416">AO1 – Relevant issues include: evidence of riot, especially over religious matters (Sacheverell, 1710 and Gordon, 1780). Far more numerous were food riots, particularly prevalent in the second half of the century.</p> <p data-bbox="316 450 1310 613">AO2 – Answers may feature reasoned and informed judgement about the extent to which the evidence of riot and disorder was extensive to validate the description given in the question. Some might stress the importance of religion as generating the most extensive examples of riot which challenged the authorities. Others might argue that the description overstates the case.</p>	30

Section 4: 1815–1868

Question	Answer	Marks
17	<p>With what justification can the domestic policies of Lord Liverpool's governments of 1822–1827 be described as 'Liberal Toryism'?</p> <p>AO1 – Relevant issues include: policies designed to encourage economic expansion in the years when radical politics were in eclipse; the role of Huskisson as President of the Board of Trade; reductions in taxation during a period of peace; and, the role of Peel as a legal reformer and of the government 'machine'.</p> <p>AO2 – Answers may feature reasoned and informed judgement about the validity of the selected phrase. There should be some definition and discussion of the possible change from the supposedly more repressive policies followed. There could be a discussion of whether Peel's reforms were intended to moderate the severity of law enforcement or ensure that juries were less lenient.</p>	30

Question	Answer	Marks
18	<p>Did Canning have any consistent aims as foreign secretary?</p> <p>AO1 – Canning's aims might discuss his aims for the South American states' independence; the expansion of commerce; the disengagement from the Congress System; and, his support for Portugal against the 'family alliance' of France and Spain.</p> <p>AO2 – Answers are likely to focus on Canning's overall aims and some may argue that pursuit of commercial benefits of alliance with new states represents a consistent aim. Others may see less consistency and more response to circumstances.</p>	30

Question	Answer	Marks
19	<p>How significant was the Great Reform Act of 1832?</p> <p>AO1 – Relevant issues include the changes to the qualifications for voting and to the constituencies, Parliamentary reaction to the proposals, and the reaction from middle and working classes.</p> <p>AO2 – Answers may concentrate on the significance of the measure by considering the nature and extent of the changes that it brought about. Some might argue that the very fact of reform and the changes to registration arrangements broke new ground and, with the development of more sophisticated national organisation by both main parties, show its considerable significance. Alternatively, the Chartist view about 1832 was much less favourable and critics pointed to continuity with the past above truly significant change.</p>	30

Question	Answer	Marks
20	<p>What best explains why the Conservative party was so rarely in office in the years 1846–1868?</p> <p>AO1 – Relevant issues include: three Tory governments (1852, 1858–1859, 1868), none with a majority; the breakup of the Tory party (1846); Peelites were more often sided with Whig/Liberals than with the Tories; the long-term Peelite impact on party politics; and, the impact of the formal party agreement between Liberals and Peelites.</p> <p>AO2 – Some might argue that the Tories found it difficult to cope with the debating power of the Liberals, especially during a period of strong economic growth. Others might argue that Derby was a strong party leader who was dealt a weak political hand. Some might explore the view that ‘divided parties do not win elections’.</p>	30

Question	Answer	Marks
21	<p>‘A costly war from which Britain gained nothing.’ How valid is this judgement on the Crimean War?</p> <p>AO1 – Relevant material might consider both the human and financial cost, and the outcomes in terms of the final Treaty of Paris. The Black Sea Clauses were rejected by Russia and Britain faced the issue of Balkan expansionism again in the 1870s.</p> <p>AO2 – No set view is required through focused answers will reach a reasoned and informed assessment of the outcome of the war for Britain’s aims: the Treaty of Paris which was soon evaded and which gave little to Britain. As suggested by the question, the war (like most) was expensive. Distinction might be made between the achievement of the aims in the short-term, such as the dismantling of Sebastopol as a naval base, and the joint action with France and the Ottoman Empire to prevent expansion and later disappointments. It could be argued that Britain gained some awareness of the need to modernise its administration and its armed forces from the war.</p>	30

Section 5: 1868–1914

Question	Answer	Marks
22	<p>How successful were the domestic policies of the Conservative Party under Disraeli in the years 1868–1880?</p> <p>AO1 – Relevant issues include: the social legislation such as the Artisans’ Dwelling Act, the Public Health legislation, laws to improve the safety of food and drugs, and the policies Disraeli’s government pursued in relation to the trade unions.</p> <p>AO2 – Success should be seen in terms of the political and social aims of the legislation, so there could be discussion of how far it achieved greater support politically for the party, and how far it was a success for Disraeli in showing his willingness to pursue ‘one nation’ policies and fulfil his promises made about ‘<i>sanitas</i>’. Some may see effective and practical measures tempered by some unwillingness to extend the power of the state too much and making too much permissive.</p>	30

Question	Answer	Marks
23	<p>How far can the supremacy of the Conservative Party in the period 1885–1905 be explained by Liberal weaknesses?</p> <p>AO1 – Relevant issues include: the lack of Liberal unity over Irish Home Rule from 1885, including Gladstone’s determination to sustain his Irish ‘pacification’ policy; the loss of key Liberals, particularly Chamberlain; the effectiveness of the Tory leadership under Salisbury; Chamberlain becoming a member of the Conservative cabinet (1895); and, Conservatives winning the ‘Khaki’ election (1900).</p> <p>AO2 – Some answers might place most of the ‘blame’ for poor Liberal performance on Gladstone’s policy and his arguably over-delayed retirement from political life. Other factors are also relevant, including the division between Liberals and Liberal Imperialists from 1895, and the 1900 election being fought without resolution of the problem. It is also appropriate to consider how effectively Salisbury exploited Liberal divisions and whether the Tories’ cautious legislation helped to strengthen their control on power. There could be consideration of the organisational changes brought about by the Conservatives to make them more effective in winning elections.</p>	30

Question	Answer	Marks
24	<p>What best explains how the Labour Party was able to establish itself in Parliament in the years 1893–1906?</p> <p>AO1 – Relevant issues include: the founding of the Independent Labour Party (1893); the election of the first Labour MPs; the establishment of the Labour Representation Committee (1900); the strength of the trade union movement; the MacDonal/Gladstone Pact (1903); and, the leadership of Keir Hardie and MacDonal.</p> <p>AO2 – Some answers may identify a set of relevant factors including, for example, the growing strength of the trade unions who provided Labour with funding; the Pact of 1903 which helped Labour escape the squeeze applied to most small parties under ‘first-past-the post’; and, the quality of Labour leadership.</p>	30

Question	Answer	Marks
25	<p>Assess the contribution of David Lloyd George to the Liberal Party’s domestic reforms in reform in the years 1905–1914.</p> <p>AO1 – Relevant issues include: his proposals for a national insurance scheme; his ‘People’s Budget’ campaign to reduce the powers of the House of Lords; his work with Churchill on social policy; and, Lloyd George’s ‘land campaign’ attacking landowners.</p> <p>AO2 – Assessments supporting Lloyd George may argue that although he had major blemishes, his debating and negotiating skills achieved much, especially in the field of welfare-based legislation and the national insurance scheme, and they might refer to the reforms tied to the 1909 Budget. Answers could argue that without the support of Asquith and the work of other reforming ministers such as Churchill, the domestic reforms would not have been as wide-ranging, and that Lloyd George depended on a substantial change in attitude towards the state and its responsibilities.</p>	30

Question	Answer	Marks
26	<p>'Britain entered the First World War solely because of its commitment to its entente partners.' Discuss.</p> <p>AO1 – Relevant issues include: the ententes with France and Russia (1904 and 1907); the naval arms race with Germany; the Morocco crises; the impact of the Balkan War (1912); and, the build-up to war, June-August 1914 .</p> <p>AO2 – The question requires discussion of the quotation, including a judgement on relative importance. The linked factor is rivalry between the great powers. Answers should argue on the relative importance of the Alliance System in comparison with others, such as the Anglo-German naval rivalry, the instability in the Balkans, mutual distrust, the extent to which British public opinion was anti-Germany and pro-war before the assassination of Franz Ferdinand, and Britain's security needs threatened by the German invasion of Belgium. Did Britain from 1904–1914 increase its commitment to France so much that it could not stand by and see her entente partner defeated? Or was the decision to go to war driven by fear of instability and concern for Germany's growing naval and economic power?</p>	30

Section 6: Themes c.1815–1914

Question	Answer	Marks
27	<p>To what extent did Irish nationalism in this period depend for its effectiveness on terrorist activity?</p> <p>AO1 – Relevant issues and factors include: the use of mass meetings (O’Connell); the impact of the Potato Famine; the establishment of the Fenian Brotherhood; the formation of the Home Rule League; the Phoenix Park murders; the founding of Sinn Fein; the role of Ulster Unionism; and, the failure of Home Rule bills.</p> <p>AO2 – Answers may feature reasoned and informed judgement about the relative importance of terrorism in the Irish struggle for Home Rule. Answers who argue against its importance may discuss the role of Irish Nationalists in Westminster. Others may argue that violence was vital to the cause and that most of it was retaliatory. Some may argue on the importance of change over time with the shift from the direct action of the Fenians to the coordination of rural agitation and violence with political activity at the time of the Land League. Some may argue that greater cultural awareness together with resentment at the rise of militant Ulster opposition rather than terrorism, made Irish nationalism more effective in gaining support.</p>	30

Question	Answer	Marks
28	<p>Did the standard of living of the working classes increase during the first half of the nineteenth century?</p> <p>AO1 – Relevant issues include: the movement in real wages measured against changing price levels; and, the inconsistent data, some of which suggests that ‘quantitative’ factors argue for improvement while a range of non-quantitative measures presents general pessimistic conclusions.</p> <p>AO2 – Explanations which weigh up the relevant and relative factors and approaches in order to arrive at a well-considered judgement, may consider whether the standards of living for workers in early industrial Britain were increasing or decreasing. Some answers may be aware that there are issues regarding what statistical information is used.</p>	30

Question	Answer	Marks
29	<p>'Educational reforms for young people in this period aimed at teaching them to know their place in society rather than increasing their opportunities.' Did they?</p> <p>AO1 – Relevant issues include: the educational role of the churches, especially the Church of England; the link between evangelicalism and education; education for teenagers and adults via apprenticeship; and, the differences in opportunity for males and females. The growing involvement of the state from 1833, included the appointment of school inspectors. Answers might also discuss: the educational legislation of 1870–1902; the emphasis on rote-learning in many schools; and, perhaps, especially in church schools, the emphasis being on better preparation of young people for life in parents' 'station and business in life' .</p> <p>AO2 – Some may argue that increased educational opportunities do not automatically improve the quality of teaching. Others might stress the contemporary belief among many that 'over-teaching' might engender frustration if high levels of education met with limited opportunities, perhaps particularly for girls. Answers which challenge the view given in the quotation may stress the impact of evidence from the 1870s onwards, that the German education system seemed to provide more effective preparation for the world of work than the English.</p>	30

Question	Answer	Marks
30	<p>How effectively did literature written in the nineteenth century reflect the realities of urban society?</p> <p>AO1 – Relevant issues include: the representation of life both at work and in leisure; the opportunities for change and improvement; and, how crises are met and resolved. Much depends on the book(s) chosen, but the emphasis should be on the ways in which, and the extent to which selected literature illuminates and/or reflects life within the working class and also the new prevalence of urban living.</p> <p>AO2 – The emphasis should be on the role which literature has in providing evidence about life during the nineteenth century; this may be focused on urban deprivation and the adjustment of many to a new urban environment. However, 'urban society' may be seen in a wider sense with a growing urban middle class.</p>	30

Question	Answer	Marks
31	<p>To what extent did the influence of women in national and local affairs increase in the years 1867–1918?</p> <p>AO1 – Relevant issues include: the partial enfranchisement of female ratepayers enfranchised for local elections (1869) and for parish councils (1894); National Union of Women’s Suffrage Societies (1897) and Women’s Social and Political Union (1903); the work in aid of the war effort; and the 1914–1918 vote available to women over 30 years old (1918). Away from the narrowly political, answers might discuss the growing role of women in a wide variety of charitable activities.</p> <p>AO2 – The question requires a reasoned and informed judgement about the issue of women’s political influence. Some answers may argue that those without the vote can nevertheless exercise influence by work in their communities, for example, access to those sitting on powerful committees. Also, those who are enfranchised may not use the influence theoretically available. Some answers may argue that ‘influence’ is likely to increase when women have already made a breakthrough, perhaps using recently acquired professional qualifications. Some may focus on the rising demands for the vote. An exact balance between local and national is not required, but for Bands 5 and 6 there should be some consideration of ‘local’.</p>	30

Question	Answer	Marks
32	<p>How effectively, in the period 1880–1914, did the British economy meet the challenge presented by foreign competition?</p> <p>AO1 – Relevant indicators include a substantial increase in the banking sector and circulation of notes, and savings bank deposits increase from £80m in 1880 to £232m in 1910. Small deposits by working people whose living standards were increasing were a significant factor in the change. In the early 1880s, the British share of world manufacturing output reached its peak. Thereafter, there was relative decline as competition grew, especially from the USA and Germany. Also, substantial growth in the service sector indicated an economy in good health. Against this, there was a large decline in agriculture (previously Britain’s largest employer): five million acres of land falling out of cultivation in the last quarter of nineteenth century, and the substantial effect of US competition in the agricultural sector. In consequence, food prices fell, which helped labourers much more than farmers.</p> <p>AO2 – Some indicators suggested that the British economy was performing less well than its main competitors. However, even some sectors that were apparently most severely hit by competition had stronger areas, for example, agriculture could show effective production in dairy farming and market gardening. Good answers might also argue that, given its size and relatively limited availability of raw materials, Britain performed relatively well against foreign competition.</p> <p>Answers may feature reasoned and informed judgement about Britain’s performance when considered against the challenge from larger nations which industrialised later than Britain and against Britain’s national economy considered as a whole. Good answers will use specific data, much of which shows the economy on an upward curve.</p> <p>On the other hand, several indicators suggest that the British economy was performing less well than its main competitors. Some answers might argue that this suggests a relative, and by 1914 probably irreversible, decline.</p>	30

Section 7: 1914–1951

Question	Answer	Marks
33	<p>Did the coalition government of 1918–1922 achieve anything of significance?</p> <p>AO1 – The coalition government’s significant domestic achievements might include: efficient demobilisation; the establishment of the Ministry of Health; the extension of national insurance; the raising of the school leaving age; and, new approaches to house-building and town planning. In foreign policy, significant achievements might include Britain’s role in the post-war treaties of 1919–1920, and the Washington Naval agreements. In Ireland, the government’s policy towards industrial unrest could be viewed as a significant achievement.</p> <p>AO2 – Answers may feature reasoned and informed judgement about a range of topics, not least Ireland, and managing adverse economic circumstances. Some answers might suggest that significant achievements were likely to have lasting elements and select on that basis. Some might argue that the significant changes promised did not materialise; some might balance this by a consideration of what was achieved in terms of measures such as the Addison Act. The division of Ireland was a significant measure and consideration of the peace settlement can certainly be seen as significant.</p>	30

Question	Answer	Marks
34	<p>What best explains why, in the years 1922–1929, the Liberal Party was unable to resume its role as one of the two dominant parties in Parliament?</p> <p>AO1 – Relevant indicators include: Lloyd George not resuming party leadership until 1926, but in any case, there was a ‘credibility gap’ over his honesty and integrity; the very substantial defeats both in the 1922 election (with party still split) and that of 1924; and, being narrowly beaten into third place by Labour in 1923. Thereafter, and especially in 1929 when it was well-funded and had a coherent set of policies yet was nevertheless defeated, the party was damaged and became the third party in a predominately two-party system. Strong answers may refer to the challenge of Labour, with its new constitution from 1918, and strongly funded by the larger trade unions.</p> <p>AO2 – Explanations may stress the relative overall strength of the Conservatives and, especially, the rise of Labour as it pushed the Liberals into apparently permanent third place. The balancing view is that the Liberals were weakened by the war and the split between Asquith and Lloyd George.</p>	30

Question	Answer	Marks
35	<p>How effective were the National Governments' responses to problems of depression and unemployment in the period 1931–1939?</p> <p>AO1/2 – Depression and unemployment generated political challenges from political parties on the extremes, both right (Fascism: especially Mosley and the British Union of Fascists) and left (Communism: its policies relating to the 'common ownership' of the means of production, distribution and exchange; the links with Stalinist Russia; the threats of a communist revolution). An evaluation is needed of the nature of the challenge facing the governments of MacDonald, Baldwin and Neville Chamberlain.</p> <p>There were also the economic challenges of the 1930s, perhaps concentrating on government legislation formulated to tackle unemployment and the low levels of economic growth. There was the 'alternative' economic strategy of J M Keynes and the government's response to it. Some may see the remarkable achievements in avoiding extremism and bringing about a degree of recovery – even if the rearmament of the late 1930s may have contributed more than policies aimed more specifically at controlling production, maintaining financial stability and protecting Britain from foreign competition. Other answers may consider persistently high unemployment figures and the lack of willingness to adopt more radical economic policies.</p>	30

Question	Answer	Marks
36	<p>How well did inter-war governments handle the problems of governing the British Empire?</p> <p>AO1 – Relevant indicators include: Government's gradualist response to pressure from India for independence: the 'gradualist' policy' in the Government of India Act (1920); the Round Table Conferences, 1930–1931; Indian civil disobedience campaigns; and, the Government of India Act (1935). Elsewhere, answers may know about the grant of independence to Egypt (1922); the encouragement for British citizens to settle elsewhere in the Empire, especially Australasia and Canada; and, Empire marketing.</p> <p>AO2 – Judgement about Imperial policy may focus largely on managing policies in response to India's pressure for independence. Such answers may argue that the British government was adopting policies which were 'too little, too late', although it is possible to argue that its options were limited. However, answers may also make a judgement on Britain's imperial policies, including Empire Marketing Boards, Imperial Preference and the cautious devolution of powers. The relations with the dominions and the Statute of Westminster may also be considered.</p>	30

Question	Answer	Marks
37	<p>How effective was the 'Home Front' in supporting the war effort in the years 1939–1945?</p> <p>AO1 – Answers should offer accurate and relevant knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Relevant indicators include: some knowledge of the pre-war preparations, especially the Air Raid Precautions Act (1937) and Civil Defence Act (weeks before the outbreak of war); the powers of conscription; the evacuation of children; the creation of Local Defence Volunteers – 'Home Guard' (1940); the precautions against air raids; and, the role of volunteers, especially during the main period of air attack (1940–1941). The role of women could also be considered.</p> <p>AO2 – There is the opportunity for judgement about civil defence preparations for, and policies during, the war; the use of broadcast and other media to produce largely successful anti-Nazi propaganda; the acceptance of rationing and the attempts at greater self-sufficiency ('Dig for Victory').</p> <p>Answers may argue that the policies enjoyed considerable success. Others may take the more cynical (or perhaps realistic) view that propaganda can be counter-productive, and that the reputation of the Home Guard and other Home Front organisations has been exaggerated.</p>	30

Section 8: 1951–2005

Question	Answer	Marks
38	<p>Assess the impact of the Suez Crisis for British foreign policy in the 1950s and early 1960s.</p> <p>AO1 – Relevant indicators include: the substantial opposition within Britain to this policy; the US opposition to the British and French task force; and the government, concerned about an international run on the pound, authorising the withdrawal from Suez (November 1956), therefore demonstrating Britain’s limitations as a world power.</p> <p>AO2 – Answers may discuss both the short-term and longer-term impact. In the short term, those opposing the Suez mission were criticised by many Conservatives as appeasers, and the party split on the issue. In the longer term, Suez was seen as a humiliation. Some answers might argue that it marked the end of Britain as one of the world’s great powers. Some answers might also argue that, after Suez, Britain depended increasingly on close, but subordinate, relations with the USA during the Cold War.</p>	30

Question	Answer	Marks
39	<p>Why was the Conservative Party in power for so long in the 1950s and early 1960s?</p> <p>AO1 – Relevant indicators include: the general election victories in 1951, 1955 and 1959; economic growth in the 1950s after a long period of post-war austerity and the rising living standards; and, the important division in the Labour party, especially over nuclear weapons.</p> <p>AO2 – No set view is required though good answers will offer a reasoned and informed judgement about why the Conservatives were able to win three successive general elections. Some answers might emphasise the importance of rising living standards, more available housing and the beginning of a consumer boom aimed at ‘the man and woman in the street’: many families bought their first cars in the late 50s and early 60s, and Macmillan’s statement: ‘most of our people have never had it so good’ (1957) resonated with the electorate. The question requires consideration of ‘so long’ and not merely a list of explanations.</p>	30

Question	Answer	Marks
40	<p>What best explains the influence of the trade union movement in Britain in the 1960s and 1970s?</p> <p>AO1 – Relevant indicators include: a growing membership, which almost doubled from 1945 (nearly 8 million) to 1980 (nearly 13 million); and, the range of industries which were largely closed shops; the political power of unions, especially when Labour was in power, e.g., the frequent militancy among coal miners and transport workers; the trade unions were frequently successful in pressing for large wage increases; the trade union pressure on the Labour party, especially in the 1970s; and, opponents of the movement argued that the unions were ‘holding the country to ransom’.</p> <p>AO2 – Answers might argue that the unions were able to use their ‘muscle’ in a period when trade union power appeared to be at its height. Good answers might suggest that increased influence had much to do with the increased proportion of workers who were trade union members. Some answers might argue that neither Labour nor the Conservatives were prepared to ‘take the Unions on’ in this period.</p>	30

Question	Answer	Marks
41	<p>To what extent were Margaret Thatcher’s policies motivated by her hostility to socialism?</p> <p>AO1 – Relevant indicators include: it implies state control; it reduces, or even eliminates, liberty in a liberal democracy; and, it is inefficient and does not bring about any of the benefits it promises.</p> <p>AO2 – Answers may feature reasoned and informed judgement about the reasons for Thatcher’s opposition. Some might argue that her opposition derived from an ideological aversion to political parties which exercised control over citizens and which spent ‘other people’s money’ wastefully. Socialism implied state control over individuals’ spending and Thatcher’s hostility was given substantial underpinning by right-wing economists led by Milton Friedman and Friedrich Hayek. In contemporary politics, she was particularly hostile to left-wing socialists, including the party leader Michael Foot and Tony Benn. Answers might relate Thatcher’s aversion to socialism to her own background as the daughter of a small businessman who believed that socialism was the enemy of business.</p>	30

Question	Answer	Marks
42	<p>Assess the strengths and weaknesses of Tony Blair as prime minister.</p> <p>AO1/2 – Relevant indicators include: Blair’s success in the general elections of 1997, 2001 and 2005; his control over the Labour party; a generally effective relationship with the USA; his improvements in some areas, e.g. state education. On the debit side, Blair’s policies were perceived as continuing or imitating those of Thatcher; his foreign policy, especially in the Balkans and Iraq; and, the relationship between Blair and Brown that often impeded effective policy development.</p>	30

Section 9: Themes: c.1914–2000

Question	Answer	Marks
43	<p>What best explains why governments were so concerned about levels of unemployment in the years 1945–1979?</p> <p>AO1 – Relevant indicators include: the frequent high levels of unemployment, and the relationship between unemployment and economic growth; and, economists offered divergent explanations for high unemployment and for the most effective policies to tackle it.</p> <p>AO2 – Answers may argue that the experience of long-term unemployment in the inter-war period ensured that ministers would, after 1945, give special attention to the unemployment statistics, believing that increases were likely to lead to electoral defeat.</p> <p>Answers may feature reasoned and informed judgement about the reasons for government concern about unemployment over and above the problem itself.</p>	30

Question	Answer	Marks
44	<p>‘Middle class women benefited most from the increased opportunities available to women in the period c.1918–80.’ Did they?</p> <p>AO1 – Relevant indicators include: the greater educational opportunities for women; anti-discrimination legislation; the expansion in the number of skilled, non-manual jobs; and, the expanded opportunities for middle- and working-class women with the expansion of the service industries.</p> <p>AO2 – Some answers will argue that the disparity of opportunity for middle-class women was most noticeable in the earlier period. Others may suggest that it was the well-educated who made the most eloquent cases for the reduction of discrimination. The example of the National Health Service provides examples which can be used either to support or to undermine the quotation.</p>	30

Question	Answer	Marks
45	<p>Why was there so much debate about grammar schools in the second half of the twentieth century?</p> <p>AO1 – Relevant indicators include: the role of grammar schools; the forms of selection; the grammar school curricula; and, the similarities and differences with comprehensive schools from 1945.</p> <p>AO2 – Effective answers will offer a reasoned and informed judgement about the reasons for debate and criticism of grammar schools. Some may argue that the main reason for debate is the principle of selection and an apparently skewed intake which, in most cases, favours the wealthier and more privileged. Others arguments might include the high-quality of teaching staff in grammar schools, the low staff-student ratios and a greater range of educational resources. Some answers may explain the view that it is preferable to have high-quality schools available to the academically able, than to close excellent schools and join what appears to be ‘a race to the bottom’ from which no-one benefits.</p>	30

Question	Answer	Marks
46	<p>Assess the contribution of Britain to European integration in the period 1945–2000.</p> <p>AO1 – Relevant indicators include: Britain’s resistance to closer union, as evidenced by the reluctance to join the European Monetary System (1979), and its refusal to join the Economic and Monetary Union seems to indicate a lack of enthusiasm; Thatcher’s Bruges Speech (1988) arguing against a ‘federal state’; and, opposition to the European Union by several British MEPs seems to suggest a similar conclusion.</p> <p>AO2 – Answers may feature reasoned and informed judgement about economic matters from Maastricht onwards. Answers arguing that the contribution was substantial might argue that Britain was relatively enthusiastic in the 1970s but much more guarded thereafter, and especially after Thatcher’s Bruges Speech in 1988 attacking increased political integration.</p>	30

Question	Answer	Marks
47	<p>How important were the two world wars in the development of a welfare state?</p> <p>AO1 – Relevant indicators include: the proposals for old age pensions and national insurance made in the late nineteenth century and enacted during the Liberal Government of 1905–1914. There were piecemeal changes until the detailed Beveridge Report of 1942. The basic infrastructure of the Welfare State was completed with the establishment of the National Health Service, but it continued to develop, diversify and change in nature largely as a result of increasingly influential ‘neo-Liberalism’ and market economies’.</p> <p>AO2 – The world wars were of significance in that both generated ‘mass mortality’. Politicians were aware that the legacy of social and welfare reform after the First World War was considerably less glittering than had been promised, especially in full employment and housing. Nevertheless, what had been highly contentious ‘welfare legislation’ was accepted much more enthusiastically than in the early twentieth century. During the Second World War, the impact of conflict was much more obvious as a result of air raids, which devastated many cities and caused a heavy casualty list among combatants. Radical welfare policies came before Parliament soon after the war ended.</p> <p>Key reasons for radical social policy include: the need to ‘reward’ citizens for their wartime sacrifices; the increasing popularity among economists, politicians (if the 1945 election is any guide) and a majority of voters, for greater state intervention and a ‘managed’ rather than a ‘free-trade’ economy.</p> <p>Answers should offer reasoned and informed judgement about the reasons for delay rather than accumulative detail on pensions and the National Insurance Health Service free at point of delivery.</p> <p>Answers can argue the opposite cases with material suggesting that state intervention in the social question was something of a long-standing issue. Detailed proposals for radical change were formulated more in peacetime rather than wartime. Without this detailed work, the nation would not have had a blueprint for radical welfare policies, especially after the Second World War.</p>	30

Question	Answer	Marks
48	<p>To what extent, in the second half of the twentieth century, did the development of popular culture increase awareness of national identity?</p> <p>AO1 – Relevant indicators include: the developments in popular music, with strong British involvement – Beatles, Rolling Stones etc.; the impact of television with soap operas emphasising both regional variations and a sense of ‘shared community’.</p> <p>AO2 – Answers may feature reasoned and informed judgement about the impact of popular culture. Some may discuss changing perceptions of social identity. Answers might concentrate on unifying factors or, with equal validity, produce an argument which emphasises the global (with special reference to popular culture in the USA) rather than the national in terms of impact. The role of the culture of immigrant groups may be considered.</p>	30