



HISTORY

9769/13

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

May/June 2018

MARK SCHEME

Maximum Mark: 90

Published

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This document consists of **53** 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.

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 are the varying fortunes of the Whig party in the years 1689–1710 best explained?</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required here, not a narrative of actions and events. Candidates may refer to: the role of the Whigs during the ‘Glorious’ Revolution; their support for William III and Mary II’s accession; the Whig relationship with William III in the 1690s and the different one with Anne (1702–10); and, the importance of Whigs’ political and religious policies in establishing their influence in government during the 1690s. Candidates might also include material on the effect of the general elections, perhaps particularly those of 1695 (Whig gains), 1698 (Tory gains leading by 1700 to Tory dominance in government); 1705 and 1708 (substantial Whig gains), and 1710 (substantial Tory gains) leading to a Tory-dominated government.</p> <p>AO2 – Candidates need to demonstrate an understanding and awareness of the relevant historical concepts, with a clear, focused and analytical explanation. They should weigh up both the relevant and relative factors leading to a well-considered judgement on the ‘varying’ fortunes. Responses might stress both the importance of ‘public opinion’ as indicated by the outcome of the elections, and the significance of the personalities and preferences of both William III and Anne. They might also see that ‘best explained’ requires an overall argument which includes an assessment of the relative importance of the factors identified in explaining ‘the varying fortunes’.</p>	30

Question	Answer	Marks
2	<p>How influential was Britain as a European power in the years 1714–1740?</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events. Candidates may refer to: the significance of the Treaty of Utrecht (1713) for this period: commercial implications, including Assiento for supplying slaves to Spanish West Indies; many trading accommodations with Netherlands, Spain and Empire (1714–16); involvement in European diplomacy via the Convention with France and Quadruple Alliance with the Empire, France and Netherlands (1718); Treaty with France and Spain (1720); Treaty of Hanover (1725), the defensive alliance with France and Prussia; after hostilities with Spain, the Treaty of Seville (1729) allowed trade with Spanish colonies; the Treaty of Vienna with Holy Roman Empire (1731); the commercial treaty with Russia (1734); the worsening relations with Spain in late 1730s, led to the Convention of Pardo (1739), but growing hostility to Spanish attacks on British shipping led to the War of Jenkins' Ear.</p> <p>AO2 – Candidates need to demonstrate an understanding and awareness of the relevant historical concepts, enabling them to present a clear, focused and analytical explanation. They should weigh up the relevant and relative factors and approaches and offer a well-considered judgement. The discussion may centre on: the extent of Britain's growing influence and the reasons for it, including growing trade links especially in the West Indies; consequential disputes with Spanish traders; the perception in all of France, Spain, the Holy Roman Empire and Netherlands that a British alliance was worth securing; the large number of treaties and 'conventions' signed not just with these major powers but also with, for example, Denmark, Sweden and Sardinia. Commercial treaties were particularly sought, since Britain's primary interest was not in Continental Europe but in expanding trading opportunities, especially in the Mediterranean and the Americas. Walpole's foreign policy was designed to secure alliances, advance trade and use commerce to help reduce government debt. Although British influence in Europe was growing, other powers generally recognised Britain's relatively limited interest in direct involvement, for example, in not committing troops to conflicts.</p>	30

Question	Answer	Marks
3	<p>How is Walpole’s long tenure of power best explained?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required here, not a narrative of actions and events. Candidates may refer to: the circumstances of Walpole’s coming to power and the credit he gained from managing the South Sea Bubble; his generally successful economic policy; his playing on threats of Jacobitism; his control of patronage and manipulation of the House of Commons; his support from monarchs, especially George II and Queen Caroline; his close links with the Church of England; and, his handling of his opponents.</p> <p>AO2 – Candidates must demonstrate an understanding and awareness of the relevant historical concepts, and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches, to arrive at a well-considered judgement. Using key features of Walpole’s tenure of power identified in AO1 above, discussion may centre on: how far his competent economic policy, his lowering of taxes and avoidance of war until 1739 helped him stay in power; his manipulation of the House of Commons, partly through his control of patronage but also because of the time he took to gain the trust of independent members and (generally) keep them ‘onside’; his adroit tactical manoeuvres in the face of opposition, including withdrawing unpopular measures; his relations with the monarchy, including perhaps the special significance of Queen Caroline – arguably her death (1737) as important in the eventual weakening of his position as being forced into war with Spain in 1739; his calling in favours from independents and others when faced with growing opposition, as over the Excise Crisis. Candidates may make references to what went wrong in the last years (1739–42), for example: the absence of ‘support points’ which could usually be relied on earlier; increased government wartime spending (such as the large subsidy to Maria Theresa of Austria); and, the volley of parliamentary defeats (1741) which preceded his final resignation on a technical election issue.</p>	30

Question	Answer	Marks
4	<p>‘The outcome of the Seven Years’ War was determined by the events of just one year: 1759.’ Discuss.</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events. Candidates may refer to the key events in the Seven Years War: 1759 as a year of victories – in the <i>Americas</i>, Guadeloupe taken from the French, the capture of Fort Niagara, and Ticonderoga and Champlain captured, Quebec captured by Wolfe and Sanders; in <i>Europe</i> the naval victory at Quiberon Bay, destroying the French Brest squadron; and, Prussian victories over the French at Bergen and Minden. For some other engagements, not in 1759, important in the outcome of the war see AO2 below.</p> <p>AO2 – Candidates must demonstrate an understanding and awareness of the historical concepts, and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches, and arrives at a well-considered judgement. The discussion may centre on the nature, extent and timing of the victories. 1759 was clearly a critical year (see AO1 above), but the allies suffered defeat in August when Frederick of Prussia was heavily defeated by the Russians at Kunersdorf. In India, the crucial developments were Clive’s defeat of Surajah Dowlah at Plassey (1757) and Eyre Coote’s defeat of Lally at Wandiwash (1760) which effectively destroyed French influence in Asia. In Europe, there were further important engagements, while important British naval successes in the West Indies (capturing Dominica, Grenada and St Lucia) continued in 1761–1762. The outcome was also determined by the war with Spain in 1762 and the eventual peace treaty with France and Spain (Paris, 1763) when, arguably, Britain gained less territory than its victories deserved, though not without prolonging the conflict, for which there was little support in Britain other than from Pitt and his followers.</p>	30

Question	Answer	Marks
5	<p>‘The Church of England lost more than it gained by its close relationship with the State.’ Assess this judgement for the period 1714–1760.</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events. Candidates may refer to: the state of the Church in the early eighteenth century; its status as the Established Church; the key changes which included repeal of the Occasional Conformity & Schism Acts (1719), giving more scope for the growing nonconformist challenge; the relationship between higher clergy and government; the appointment of Whig-supporting clergy to high office in the Church; the influence of senior clergymen, such as Benjamin Hoadly, Edmund Gibson and William Wake; the effectiveness of the Church’s pastoral role; and its reaction to the growth of nonconformity.</p> <p>AO2 – Candidates must demonstrate an understanding and awareness of the historical concepts, and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches, and arrives at a well-considered judgement. The discussion may centre on: the effectiveness of the Church, including the role and diligence of senior clergy; the relationship of Gibson (‘Walpole’s Pope’ and Bishop of London from 1723) with Walpole and the Whig government, and whether his political influence mattered more than his pastoral duty; the inadequacy of William Wake during his long tenure as Archbishop of Canterbury; the attacks on High Church Tory clergy by Benjamin Hoadly, and whether his image as a duty-shirking political appointment is valid, or accurately represented a Church more concerned with its political role than with its pastoral duties; the divisions in the Church between a predominantly Tory clergy and an episcopal bench of increasingly political appointees; the Church defence of the Test and Corporation Acts, and attempts at repeal defeated in Parliament (1736 and 1739); the narrow failure of the Tithe Bill (1736) which threatened Church of England rights and income; the effectiveness of the Church’s response to the challenges of Deism and Dissent; Bishop Warburton’s <i>Alliance between Church and State</i> (1736), which conceded that the Church should not be independent of the State but urged on the State the duty to protect it; the evidence of increasing hostility in Parliament to the claims of the Church; and, whether or not Walpole and his successors were effective in protecting the state and Church close relationship.</p>	30

Section 2: 1760–1815

Question	Answer	Marks
6	<p>Why were the ministries of the 1760s so short-lived?</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events. Candidates may refer to events relating to the various ministries: Pitt-Newcastle (1757–1762); Bute (May 1762–April 1763); Grenville (April 1763–July 1765); (Rockingham, July 1765–July 1766); Elder Pitt (Chatham), (July 1766–October 1768); Grafton (October 1768–January 1770); North (appointed, January 1770). Candidates are likely to concentrate on the difficulties which these ministries faced, including: the weakness of Bute’s position in Parliament, and his personal weakness; the Stamp Act and debates over how the Americas were to be governed, controlled and taxed; George’s abhorrence of the Rockingham administration and worsening of American relations; Chatham’s ministry, internally divided and did not respond well to stock-market losses over speculation on government in India; and, Grafton’s ministry weakened by Wilkes and controversy following the Middlesex election, rioting in London, the impact of the Townshend duties on growing problems in America, and division between Grafton and the Bedford Whigs.</p> <p>AO2 – Candidates must demonstrate an understanding and awareness of the historical concepts, and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. The discussion may centre on: the destabilising significance of the end of the Whig supremacy in 1762; the succession of a new, young, inexperienced ‘British’ monarch, anxious to cleanse what he saw as the Augean stables of party politics, graft and ‘sleaze’, though lacking the political <i>nous</i> to overcome the obstacles involved; his failure to find a minister who could command reliable parliamentary majorities; Bute’s inexperience and inadequacy; the influence of the ‘King’s Friends’ outside government in destabilising ministries; Pitt as an influential, but ‘distanced’, leader reluctant to ally, or share power with, other Whigs; growing opposition in the Americas to British-imposed taxes; the impact of the Middlesex election (1768); and, weak, internally-divided ministries.</p>	30

Question	Answer	Marks
7	<p>How substantial were the consequences of the loss of the American colonies for British overseas policy?</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events. Candidates may refer to: the impact on the navy and naval policy; the British need to control other territories in the Americas, particularly those in the West Indies and Canada; the importance of trade, especially outside Europe; the need for new alliances since Britain had been without allies since 1780; the commercial treaty with France (1786) which brought lowered duties on British manufactured goods; and, the role of the navy during the Revolutionary Wars (1793–1802).</p> <p>AO2 – Candidates must demonstrate an understanding and awareness of the historical concepts, and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-substantiated judgement. The discussion here may centre on trade policy and the role of the navy in supporting commerce. The need for more investment in the navy (a lesson learned during the War for Independence) may also be offered as a key.</p>	30

Question	Answer	Marks
8	<p>Who did more to advance the cause of political reform: Wilkes or Wyvill?</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events.</p> <p>Candidates may refer to Wilkes’s role as: critic of government and general irritant; the importance of issue No. 45 of <i>The North Briton</i> and the challenge over general warrants; the publication of <i>Essay on Woman</i> and his flight to the Continent to avoid expulsion and charge of obscene libel; his return and success in winning the Middlesex election (1768), but arrested and imprisoned; his gathering of support in London with the foundation of the Society for the Supporters of the Bill of Rights (1769); his use of privileges obtained in the City of London to prevent arrest (on charges of breach of privilege) of publishers reporting parliamentary debates (1771); his support of the American colonists both before and during the War; and, Lord Mayor of London (1774).</p> <p>With references to Christopher Wyvil, candidates may refer to: his role as the Yorkshire landowner; his call for expenditure cuts, annually elected parliaments and removal of patronage appointments from Parliament during the American War; the founder of the Yorkshire Association, which presented a petition for parliamentary reform (1780); many of the Association’s aims being supported by radical Whigs opposed to Lord North and, that after the American war ended, he supported radical reform, opposed French wars from 1793 and argued in favour of Catholic Emancipation.</p> <p>AO2 – Candidates must demonstrate an understanding and awareness of the historical concepts, and present a clear, focused and analytical explanation, capable of weighing up the relevant and relative factors and approaches to arrive at a well-considered judgement. The discussion may centre on the impact which both men had on the political situation.</p> <p>Wilkes was a significant figure in radical politics for almost twenty years. Although, he was much more respectable in later years, and his ‘causes’ were less directly concerned with parliamentary reform as such and more on rights.</p> <p>Wyvill’s direct influence over political debate lasted for less than five years. In terms of longer-term significance, Wilkes raised important issues relating to liberty, proper legal procedures and the right of the public to know what MPs were saying in Parliament. Wyvill was more focused on measures of parliamentary reform designed to reduce influence and ‘corruption’ and was one of the initiators of the movement for parliamentary reform.</p>	30

Question	Answer	Marks
9	<p>Evaluate the strengths and weaknesses of Pitt the Younger as a wartime leader.</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events. Candidates may refer to: Pitt's wartime strategy which involved heavy expenditure, with necessary reliance on Britain's economic prosperity; his emphasis on the navy, partly for defence against invasion, partly to safeguard and extend trade routes; his heavy naval expenditure on rebuilding; the capture of French West Indian islands; in continental Europe, his emphasis on financial support both to keep allies in the field and also to build several power alliances against France – First Coalition 1793, Second Coalition 1799; in France, his support for the royalist counter-revolutionaries; an ideological, anti-revolutionary strategy was a low priority for Pitt; the similarity of his overall strategy when war resumed in 1803 – Third Coalition (1805) and his use of the navy to make Britain safe from invasion which was achieved by the victory at Trafalgar.</p> <p>AO2 – Candidates must demonstrate an understanding and awareness of the historical concepts, to present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. The discussion may centre on: his possible strengths – his use of the navy, including heavy additional expenditure on ships – the important victories at St Vincent, Camperdown (1797) and Trafalgar (1805); the capture of French sugar islands, but at great cost; his avoidance of committing large numbers of British troops to war on the Continent; his looking ahead to success in the Americas and using war to effect domination of European trade to that continent; his possible weaknesses – his over-estimate of the value to be gained from subsidising allies; his under-estimation of France's determination to preserve its revolution and defeat Austrian forces; coalitions falling apart with far more military defeats than victories; expeditionary forces being unsuccessful (campaigns in Low Countries, 1793–1795 and 1799), but there was the success of the campaign in North Africa (1801); and, his support for counter-revolutionaries were inadequate – the failures at Quiberon Bay and La Vendée (1795).</p>	30

Question	Answer	Marks
10	<p>'Political radicalism in the years 1789–1815 offered no real threat to the established order.' Discuss.</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events. Candidates may refer to: the key radical organisations: London Corresponding Society, Society for Constitutional Information, National Convention of radical societies (1793); the more revolutionary phase after 1795, links with Irish nationalism, the Despard conspiracy (1803); some radicalism in armed forces, Naval Mutinies, 1797; the importance of nonconformity in supporting radical causes; among working classes, skilled workers were more prone to radicalism; radical journalism and its growth; the importance of Paine's <i>Rights of Man</i> and the radical journalism of William Cobbett after 1804; there was little radical activity 1803–12, but a revival with economic depression – Hampden Clubs and Luddite outbreaks in Yorkshire, Nottinghamshire and Lancashire.</p> <p>AO2 –Candidates must demonstrate an understanding and awareness of the historical concepts, enabling them to present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. The discussion may centre on: how strong the support for radicalism was; the wide range of radical activity and objectives (see AO1 above) and that there was clearly some threat to the authorities, especially via mass meetings and isolated violence – artisan radicalism was powerful; both local and central authorities generally retained control; the raising of the militia able to combat domestic radicalism; especially from 1793, the war against revolutionary France stimulated many expressions of patriotism; the King was presented as an emblem of national unity; Reeves's Association Movement; the much popular conservatism among both working and middle classes; pro-authorities journalism, including Canning's <i>Anti-Jacobin</i> (1798); the use of anti-radical visual representation; the authorities' use of the law at times of heightened radical tension – suspension of Habeas Corpus and the Two Acts (1795). Against the argument that there was no real threat, radicalism gained large number of new adherents in this period and government counter-measures did not destroy a movement which recurred in 1812 and would not die down.</p>	30

Question	Answer	Marks
11	<p>How effectively did Britain maintain control over Ireland in the eighteenth century?</p> <p>AO1 – Candidates should have accurate and relevant historical knowledge of Britain’s relations with Ireland during the eighteenth century, with particular reference to the question of control. Analysis and evaluation are required, not a narrative of actions and events. Candidates may refer to: the long-term effects of James II’s failure to regain the Crown after the ‘Glorious Revolution’; Britain’s policy for securing Protestant control over a majority Catholic population; the role and effectiveness of the Lords Lieutenant; Britain’s response to the growth of Irish nationalism; the role and significance of Grattan’s Parliament; the Irish response to the impact of the French Revolution; and, moves towards Union in the 1790s.</p> <p>AO2 – Candidates must be able to demonstrate an understanding and awareness of historical concepts, enabling them to present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, candidates should select their material from across the broad chronology of the question. The discussion here should concentrate on making a judgement about Britain’s influence with – or over – the Irish.</p>	30

Section 3: Themes 1689–c.1815

Question	Answer	Marks
12	<p>What best explains why the cotton industry became a pioneer in the process of industrialisation in the eighteenth century?</p> <p>AO1 – Candidates should have accurate and relevant historical knowledge of the development of the cotton industry, its role as a ‘pioneer’ of industrialism and its impact on early industrial development. Analysis and evaluation are required, not a simple narrative of actions and events. They may refer to: the established position of the cotton industry before the industrial revolution; the impact of mechanisation from about 1760; the growing market for clothing; trade between Britain and its colonies in the Americas; and, the growing importance of the colonies as the source of supply for raw materials and as a market for manufactured goods.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. They should sustain an analytical focus on the question and select their material from across the broad chronology of the question. Their discussion could centre on: the growth of the cotton industry especially in the period from c.1750; the impact of mechanisation; the reasons why the cotton trade grew so quickly, including pioneer machinery; the relative ease in setting up markets; and, the support for the industry from improvements in transport infrastructure, especially canals. Candidates may discuss the supply issues. They could also consider the growth of demand due to the growing domestic population and expansion of overseas trade in clothing.</p>	30

Question	Answer	Marks
13	<p>Why was British population growth so limited during the period from c.1690 to c.1750?</p> <p>AO1 – Candidates should have accurate and relevant historical knowledge of the population growth during the late seventeenth century, the first half of the eighteenth century, and the scale of growth. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the limited population growth until c.1740, including mild population decline during the later 1720s and early 1730s. (The population estimates for England and Wales are: 1701: 5.8m; 1711: 6.0m; 1721: 6.0m; 1731: 6.1m; 1741: 6.2m; 1751: 6.5m.) Candidates should know of factors affecting birth rates and death rates in the period, including the delayed ages of first female marriage. Candidates may know that population growth was markedly greater in urban manufacturing and commercial centres (including ports) than in most rural areas. It was unlikely that migration had a substantial net significance on population growth in this period.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches, to arrive at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, candidates should select their material from across the broad chronology of the question. The discussion should centre on reaching a judgement about the reasons for the relatively limited population growth over the chosen period. Candidates may explain how changing birth rates and declining death rates affected the size of the population and that there were significant changes in both during the first half of the eighteenth century. Strong responses may explain how changing economic conditions affected the population growth, with growing opportunities affecting the birth rate through a declining age of first marriage. However, the economy did not grow significantly before c.1740. A severe outbreak of influenza probably affected the population size in the late 1720s and early 1730s. The rate of urbanisation was also much slower in the first half of the eighteenth century than later. Weak responses may be excessively generalised offering some knowledge, but only a limited understanding of the factors affecting the population growth.</p>	30

Question	Answer	Marks
14	<p data-bbox="316 248 1268 344">‘Social origins were much more important than education in determining opportunities for women in eighteenth-century Britain.’ Discuss.</p> <p data-bbox="316 383 1294 786">AO1 – Candidates should have accurate and relevant historical knowledge of the opportunities for women during the eighteenth century. They may refer to: the opportunities for women born into privilege as members of the aristocracy, with emphasis on accomplishments, though these may include hosting political gatherings; in middle classes, often opportunities, sometimes greater than for aristocratic women, to attend formal education; most working-class women in the eighteenth century received no formal education but would pick up what were considered relevant skills in the home or through domestic service; only limited links between formal education; the notion of educational ‘qualification’ leading to particular jobs for women only very partially developed. Analysis and evaluation are required, not a simple narrative of actions and events.</p> <p data-bbox="316 824 1305 1285">AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and presents a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, candidates should select their material from across the broad chronology. The discussion should centre on: whether social origin was more important than formal education (it is possible to argue that the two were interlinked, social origins often determining the extent of education); aristocratic women were almost ‘imprisoned’ by their family’s social expectations; the greater variety of opportunities for middle-class women; the growing links between nonconformity and education in academies; and, by the second half of the century, there were expanded opportunities for working-class women in factories.</p>	30

Question	Answer	Marks
15	<p>‘The enlightenment had only the most limited impact on intellectual life in English universities.’ Assess this view for the period to c.1815.</p> <p>AO1 – Candidates should have accurate and relevant historical knowledge of the impact of the enlightenment thought and activity on higher education in eighteenth-century England. Candidates may refer to: the key features of the enlightenment, including enquiry, the use and development of philosophy; the role of the <i>philosophes</i>’ reaction to reliance on authority without evidence or experiment; the development of scientific principles; the role of government and representation; the Universities of Oxford and Cambridge and their curricula – the long-term influence of Newton and scientific enquiry; and, the importance of theology and music. Analysis and evaluation are required, not a simple narrative of actions and events.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. In addition to sustaining an analytical focus on the question, candidates should select their material from across the broad chronology of the question. The discussion should centre on: the key features of enlightenment thought and experiment, linked to intellectual life in Oxford and Cambridge; the extent to which both universities were less ‘curious’ than in either the seventeenth or nineteenth centuries – the eighteenth century was one of relative stagnation; there was less new research and the legacy of Newton was only partially developed; the growth and impact of nonconformity nationally, but not replicated in the Anglican-dominated English universities. There was more ‘new learning’ in the Dissenting Academies and Scottish, rather than English, universities, for example, by contrast, the work of Hume and Adam Smith. Both English universities were dominated by clergymen, many of whom were also engaged in politics more than research. Candidates may agree with the quotation framing the question, but specific examples, for example concerning new approaches to theological enquiry, can be used to qualify, or even confound, the judgement.</p>	30

Question	Answer	Marks
16	<p>Assess the importance of religion in explaining popular protest and disorder in eighteenth-century Britain.</p> <p>AO1 – Candidates should have accurate and relevant historical knowledge of the importance of religion in explaining the notable eighteenth-century phenomenon of protest and disorder. On the ‘importance of religion’, candidates may refer to: the growth of nonconformity during the eighteenth century and the role of the Church of England, especially in rural England. On ‘popular protest and disorder’, candidates should give key examples of protest, especially perhaps the Sacheverell issue (1710) and the Gordon Riots (1780). A discussion of food riots would be relevant if it is linked to the role of the Church. Analysis and evaluation are required, not a simple narrative of actions and events.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. In addition to sustaining an analytical focus on the question, candidates should select their material from across the broad chronology of the question. Their discussion should centre on the respective importance of the key factors explaining the riot and disturbance. Candidates may place special emphasis on religious issues, perhaps concentrating particularly on anti-Catholicism. Candidates may also offer other relevant explanations for the disorder and riot, linking them with other factors to show their importance.</p>	30

Section 4: 1815–1868

Question	Answer	Marks
17	<p>How radical was ‘Liberal Toryism’ in the 1820s?</p> <p>AO1 – Candidates should have accurate and relevant historical knowledge of Liberal Toryism. Candidates may mention the policies associated with the overall description, including: the moves in the direction of free trade; greater government efficiency and administrative reform; reforms of the law and treatment of criminals; and, religious toleration for either, or both, of Catholics and Nonconformists. In terms of key personalities, candidates may have specific knowledge of the work and policies of Canning, Huskisson and Peel. Analysis and evaluation are required, not a simple narrative of actions and events.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. In addition to sustaining an analytical focus on the question, candidates should be able to understand why Liberal Tory ideas and policies might be described as ‘radical’. Candidates may view new ideas on free trade as being especially radical since many people still considered mercantilism an unchallengeable doctrine. They might discuss foreign policy and Canning’s interest in developing overseas trade links. They might challenge the idea of Liberal Toryism as radical, since key government policies continued the emphasis on agriculture as more in need of detailed care and attention than industry or commerce.</p>	30

Question	Answer	Marks
18	<p data-bbox="316 248 1299 282">Was Palmerston’s foreign policy any more than ‘gunboat diplomacy’?</p> <p data-bbox="316 320 1315 685">AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may mention that Palmerston was foreign secretary on three occasions, and retained prime interest in foreign affairs when prime minister. They may also use the Don Pacifico incident to show how and why Palmerston’s foreign policy might be called ‘gunboat’. Key aspects of his foreign policy included: settling the question of Belgian independence; his pro-Ottoman policy attempting to curb Russian expansionism; his use of Conventions to settle international problems; and having some interest in commercial treaties, such as with France (1860).</p> <p data-bbox="316 723 1307 1189">AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Here the judgement should concern the particular view of Palmerston’s foreign policy as ‘gunboat diplomacy’. They should offer examples in which Britain took an aggressive position on key foreign policy issues. They may argue, however, that examples of aggression were relatively limited, and that Palmerston supported nations trying to break free of authoritarian regimes and supported Conventions as a means of settling major disputes. Candidates should argue that the ‘gunboat’ position might refer to aggressive postures and rhetoric which, in addition to the Don Pacifico incident, reflected on Britain’s status as the most powerful European state when Palmerston was in power.</p>	30

Question	Answer	Marks
19	<p>How important was extra-parliamentary agitation for the passage of the 1832 Reform Act?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the growing pressure for change before 1830, especially the significance of 1817–19; the return of radical agitation from 1829; the increasingly sophisticated radical organisation, including the growing use of mass meetings and the ‘Platform’; the development of Political Unions; widespread rioting after the Lords rejected the Reform Bill in 1831; and, Francis Place and the ‘Days of May’, 1832. Other factors included the collapse of the Tory Party, Wellington’s resignation as prime minister and replacement by Grey, who was committed to promoting parliamentary reform.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. The discussion may centre on: the apparently growing strength of extra-parliamentary radicals, especially in London and other leading towns, including Birmingham and Bristol; the nature of the pressure put on MPs; and, the fear of revolutionary outbreak in 1831–32. On the other side of the argument, candidates may argue that Whig support was more important than agitation ‘out of doors’ since a determinedly anti-Reform parliament could probably have stifled effective agitation, as had happened in 1819–20; the significance of Grey’s determination to promote Reform and, perhaps especially, the implosion of the Tory party after Liverpool’s resignation in 1827, caused by weak governments and inadequate response to growing political agitation.</p>	30

Question	Answer	Marks
20	<p>How substantial a threat did the Chartists pose to the authority of the government in the late 1830s and 1840s?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the growth of the Chartists, especially as a response to Reform which seemed to offer working people little following their agitation for change; the Chartist petitions in 1839, 1842 and 1848; the ‘Sacred Month’ and ‘Plug Plot’ riots; the regional concentration of Chartism especially in South Wales and Northern Industrial areas; the decline of support for Chartism after 1842; the role and effectiveness of Chartist leaders, especially O’Connor as an organiser and his Land Plan and the work of Lovett, Harney, etc; physical and moral force Chartism; and, the forces available to the authorities.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Their discussion may centre on: how much credibility the Chartists and their petitions generated across the country; the effectiveness of the Chartist organisation; and, the perceived legitimacy of ‘moral-force’ Chartism. Candidates may argue that, in terms of mounting agitation which threatened the authorities up to, and including, the outbreak of revolution, Chartism’s threat was limited, as shown by: the extent to which Chartism was weakened by splits within the movement over tactics; the strength available to the authorities and their careful preparations against a Chartist outbreak, particularly in 1848; the effectiveness of policies of selected arrest; the loyalty of the army and local militias; and, the ability of the authorities to move troops to places of main threat. Some candidates may argue that within the selected time frame, the Chartist threat was limited, but that the movement’s organisational and educative development in these years helped to shape radical pressure which eventually saw five of the six Chartist points achieved.</p>	30

Question	Answer	Marks
21	<p>Was Peel personally responsible for the Conservative Party's split in 1846?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: Peel's free-trade policies before 1846; the growing resistance of many Tory MPs; the nature of Peel's leadership of the Tory party; Tory resistance to Peel's proposal to repeal of the Corn laws; the arguments against repeal from within the Tory party; the roles of Bentinck and Disraeli in marshalling anti-repeal pressure within the Conservative party; and, Peel's determination to secure repeal, even if only on the basis of Whig/Liberal votes in the Commons.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Their discussion may centre on: the respective blame which should be attached to 'Protectionist' Tories and to Peel's determination to put policy before the interests of party. Those arguing for Peel's personal responsibility might stress Peel's personality, for example, his worsening relations with many in his party and his contempt for the abilities of many in his own party. They might discuss Peel's personality as inimical to compromise on a substantial issue, thus making a formal split much more likely. Those arguing against this view may suggest that Peel was able to keep the great majority of his own ministers 'onside' for repeal, thus suggesting that any blame should not be seen as purely personal. Some might argue that those in the Bentinck camp precipitated the split by overplaying their hand in Parliament. They might discuss the importance of Disraeli's role, especially his attacks on Peel, and his motivation for these. They might consider the extent to which these attacks were driven by personal ambition: rather than securing the continuation of agricultural protection for his predominantly landed party, he was interested in advancing his own career, for example, through his 'populist' tactics.</p>	30

Section 5: 1868–1914

Question	Answer	Marks
22	<p>Do the domestic achievements of Gladstone’s first government (1868–1874) outweigh the failures?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to the key points of legislation, including: the disestablishment of the Irish Church and subsequent Irish Land Act; Cardwell’s army reforms; Forster’s Education Act; the ending of imprisonment for debt; the abolition of religious tests for entrance to Oxford and Cambridge Universities; the establishment of the Local Government Board; the Public Health Act; legal recognition of trade unions (although under considerable restriction, including continued liability to prosecution and no right to picket peacefully); and, the Licensing Act. It would be relevant to mention Gladstone’s concern for ‘efficient’ administrative reform.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Their discussion should centre on both Gladstone’s achievements and failures. Using knowledge such as that referred to in AO1 above, candidates should identify the key measures and argue about their relative successes and failures. They may argue that the administrative reforms of Forster and Cardwell were both efficient and politically controversial. They should note Gladstone’s political dominance in this ministry and perhaps also his desire to be judged a ‘success’ or ‘failure’ on his legislative record. On his ‘achievements’, the range of his administrative reforms might suggest that much was achieved. On ‘failures’, the nature of Gladstone’s leadership might be questioned, especially, for example: his handling of the nonconformist agenda on education and church reform; the political implications of the Licensing Act – Gladstone’s own assertion that the Liberals ‘were borne down in a torrent of gin and beer’ at the election of 1874’; and, the extent to which even necessary and highly successful administrative reforms might be viewed as political failures.</p>	30

Question	Answer	Marks
23	<p>Why did Disraeli lose the general election of 1880 so decisively?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. They may refer to: Disraeli’s domestic policy, mostly concentrated on 1874–76; his concentration on foreign policy, especially the Eastern Question and its resolution bringing ‘peace with honour’; the deteriorating economic situation; the growing agricultural depression, especially in the arable sector; the Liberal challenge, including Gladstone’s return to front-line politics and the Midlothian campaign; and, improved Liberal organisation, especially in the larger boroughs.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Using material identified in AO1 above, their discussion may centre on: the effectiveness of the Conservative appeal, including Disraeli’s contribution; whether an ailing Disraeli was himself an ‘exhausted volcano’; possibly, Disraeli’s excessive concentration on foreign affairs, especially after 1876; his government’s refusal to consider resumption of agricultural protection to aid failing arable farmers; the revival of the Liberal party, including improved organisation; the revival of Liberal radicalism in many cities; and, the impact of Gladstone and ‘taking politics to the people’ during the Midlothian Campaigns of 1879–80.</p>	30

Question	Answer	Marks
24	<p>What best explains the rapid expansion of the British Empire in the 1880s and 1890s?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. They may refer to: the growing control in India the expansion in Africa; extended influence in Egypt; conflict in southern Africa and increased control over Zululand; the Congress of Berlin (1884–85) and agreed areas of territorial influence; the defeat of the Mahdi and establishment of control in Sudan; most new colonial acquisitions were in Africa (e.g. take-over or annexation of substantial territory, including Rhodesia 1889; Zanzibar 1890; Uganda 1894); and, Sarawak, 1888, North Borneo, 1893, Windward Islands 1885 and more territories in the Pacific and Oceania (Papua, 1888; Tonga, 1900).</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. The discussion may centre on reasons such as: the desire for imperial glory; a ‘worldwide imperial mission’; the need to consolidate earlier gains, often best managed by extending control into new areas; consolidation and commercial control in newly developed areas; strategic considerations, both for commercial reasons and defence; European competition for new territories, particularly in Africa; and, the challenge to Britain’s imperial supremacy as a driver for the ‘Scramble’.</p>	30

Question	Answer	Marks
25	<p>Assess the extent of the progress made by the Labour Party in the years to 1918.</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to the foundation of the Labour Party: Independent Labour Party (ILP) (1893); Labour Representation Committee (LRP) (1900), and the development of the LRC. Their discussion may focus on: the MacDonald/Gladstone Pact with the Liberals which enabled the Labour Party to return almost 30 MPs in 1906; the relationship between Labour and the Trade Unions; the role of Labour during the First World War; and, Labour’s status as the official opposition in 1918.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. The discussion here should focus on the extent of Labour progress to 1918. Candidates might argue that Labour had made substantial progress given the short time in which they had been in existence. They might further argue that Labour had strong leadership in Hardie, MacDonald and Henderson. Those arguing the opposite case might argue that Labour enjoyed good fortune in making the progress they did and were dependent on substantial Trade Union support, especially by the Miners’ Union.</p>	30

Question	Answer	Marks
26	<p>How effective was Asquith as a peacetime prime minister?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. They should cover the period 1908–14 and are likely to have knowledge about political crises, particularly, perhaps, conflict over the powers of the House of Lords and the growing threat to the United Kingdom of Irish nationalism, especially in the years 1911–14. Candidates might discuss important social policy initiatives, including the development of Labour Exchanges and Pensions for many aged over 70. They may also note that, under Asquith, the Liberals in 1910 lost most of the seats which they had won from the Conservatives in 1906.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Using material such as that indicated in AO1 above, the discussion may centre on: whether Asquith’s control of detail was matched by his ability to put across an effective message to the electorate; neither general election in 1910 produced a workable Liberal majority; the extent to which Asquith could control able, and potentially rival, ministers, especially Lloyd George and Churchill; his strategy for lessening the powers of the House of Lords; vacillations over the Suffrage question; the nature, extent and success of welfare initiatives; whether Asquith took sufficient interest in foreign affairs as storm clouds gathered, or whether he left too much responsibility in Grey’s hands; and, whether the Liberal party was more secure and/or successful by 1914 than it had been in 1908.</p>	30

Section 6: Themes, c.1815–c.1914

Question	Answer	Marks
27	<p>What best explains why Irish Nationalists were unable to achieve Home Rule before 1922?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge of the attempts to secure Irish Home Rule. Candidates may refer to: the roles of key nationalist leaders, such as O’Connell, Parnell, Redmond and Arthur Griffiths as leader of Sinn Fein; key legislation concerning Britain’s relations with Ireland, including the Act of Union (1801), Catholic Emancipation (1829), the Disestablishment of Church of Ireland (1869), Land Acts (1870, 1881 and 1903); Home Rule Bills (1886, 1893, 1913–14); and, opposition to Home Rule both at Westminster and - particularly northern - Ireland. Analysis and evaluation are required, not a simple narrative of actions and events.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, candidates should be able to select their material from across the broad chronology of the question. The discussion might concentrate on the quality of Nationalist leadership and other factors, including those identified in AO1 above; the reasons for Parnell’s fall and its implications for Home Rule. Other factors include: antecedent obstacles to eventual achievement of Home Rule: Catholic Emancipation, Land Reform and Tenants’ Rights; Home Rule was hardly on the agenda till 1860s; the impact on politicians and public opinion of terrorism - the Fenian ‘outrages’ (1867) and the Phoenix Park Murders (1882); Home Rule as a ‘step too far’ for British politicians; Home Rule as weakening the British empire; the division over Home Rule in Ireland, especially in the period from c.1900; and, the impact of the unexpected outbreak of the First World War when Home Rule appeared to be very close.</p>	30

Question	Answer	Marks
28	<p>Explain why textile manufacture made such an important contribution to the growth of the British economy in the first half of the nineteenth century.</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge of the growth of the British economy during the early years of the Industrial Revolution. Candidates may refer to: Britain’s economic growth at this time; the specific contribution of the textile industry, including both the organisation and performance of the textile industry. The focus here should be on the growth of the British economy during the first half of the nineteenth century. Candidates should describe a range of developments with some concentration on: the specific contribution of textile manufacture; the nature and scope of the textile industry, including the mechanisation in spinning and weaving; the development of the cotton industry, largely in the North-West of England and central Scotland, and the woollen industry, predominantly in Yorkshire. As factors in developing markets for cheap goods, candidates may mention the process of mechanisation in the textile trade and the growth of the population. When discussing the ‘important contribution’, they should mention that the textile trade benefited from improved transport links both for receiving raw materials and despatching manufactured goods. Candidates may note the economic downswings which affected the textile industry, and which had a national effect especially in the late 1810s, the late 1830s, and the early 1840s. Analysis and evaluation are required, not a simple narrative of actions and events.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, candidates should be able to select their material from across the broad chronology of the question. Their discussion should centre on explanations for the dominant role played by textiles within the wider British economy of the early nineteenth century. Using some of the specific evidence referred to in AO1 above, answers should contain arguments about the reasons for the nature and extent of this dominance. Candidates may refer to: the importance of machinery; early spinning machines not being especially complex (some being designed for use in the domestic, as well as the factory environment); the distinction between the performance of the cotton and woollen industries; the investment in factory-based production; the links between the success of the textile industry investment in the transport infrastructure (particularly after the canal boom of the 1790s) and the railway boom of the 1830s and 1840s; the relatively limited capital investment needed in the textile industry than heavier industry, helping to explain the textile industry early dominance; and, textile domination as a function both of domestic and external demand for cheap, durable garments.</p>	30

Question	Answer	Marks
29	<p>Assess the strengths and limitations of educational opportunities available for the working classes in the years c.1815 to c.1880.</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge of education for the working-classes in the nineteenth century. They may refer to: the government grants for school-building (1833); pupil-teacher training (1846); the Revised Code (1862); Forster’s Education Act (1870); the Sandon Act (1876); the Mundella Act (1880) and compulsory elementary education; less formal changes in educational opportunity, including the role of apprenticeships which often included basic literacy and numeracy; the role of the Established Church; and, the conflicts over provision between Anglicans and Nonconformists in the 1860s and 1870s. Analysis and evaluation are required, not a simple narrative of actions and events</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, candidates their material from across the broad chronology of the question. Concerning ‘strengths’, their discussion should concentrate on, for example: the expansion of opportunity since schools increased in number; the growing emphasis on teacher-training, including the pupil-teacher scheme; and, the expansion of libraries as an encouragement to literacy, though these mostly were used by artisans and the ‘labour aristocracy’. However, what are defined as ‘limitations’ may depend on wider considerations such as: some seeing Church Schools as central to opportunity, while others arguing that educational provision was excessively narrow and ‘sectarian’; no compulsory education in this period; the impact of the Revised Code and reductions in spending on public education; the overt commitment to funding only basic literacy and numeracy; the conflict over the purpose and extent of education, and the view that education that might result in reduced opportunity; and, many MPs fearing the impact of working people being educated ‘out of their class’.</p>	30

Question	Answer	Marks
30	<p data-bbox="316 248 1273 315">How great was the contribution of the Oxford Movement to religious life in nineteenth-century England?</p> <p data-bbox="316 349 1316 752">AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge of religion in nineteenth-century England. Candidates may refer to: the emergence of the Movement in opposition to Whig threat to finances of the Church of Ireland in the 1830s; <i>Tracts for the Times</i>; the importance of ceremonial and liturgy in church services; the roles and of influence of leaders, including Keble, Pusey and Newman; <i>Tract XC : on certain passages in the XXXIX Articles</i> – the compatibility of the Thirty-Nine Articles with the doctrines of the Roman Catholic Church; ‘Anglo-Catholicism’; Anglican defections to Roman Catholicism; the wider conflicts within, and challenges to, the status and distinctive role of the Church of England. Analysis and evaluation are required, not a simple narrative of actions and events.</p> <p data-bbox="316 786 1307 1256">AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, candidates should be able to select their material from across the broad chronology of the question. Their discussion should centre on: the specific significance of the Oxford Movement, using information such as that in AO1 above; the extent to which this movement revived the Church by requiring it to debate key theological and liturgical issues; Tractarianism and the effectiveness of its critique of the Church; ‘High-Church’ Anglicanism and its attractions for many influential Victorians (e.g. Gladstone and Christina Rossetti); the conflict between High and Low Church; and, the attacks on Anglo-Catholicism by evangelical protestants and other nonconformists.</p>	30

Question	Answer	Marks
31	<p>'Increased access to employment in the professions made the most significant contribution to changing opportunities for women in the years c.1867 to c.1918.' Discuss.</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates should refer to a range of factors, such as: the growing opportunities in the medical profession after medical schools opened to women (1876); Married Women's Property Act (1882); women being entitled to vote in parish council elections (1894); greater numerical opportunities in teaching, particularly younger children; the work of women's franchise (NUWSS and WSPU); and, new opportunities for women during the First World War.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. The discussion here requires debate about the relative importance of professional employment opportunities for women in comparison with other factors. Candidates may argue that opportunities for women to work in responsible positions improved their economic position and, very often, their self-esteem. Against that, however, candidates might note the continued restrictions as well as the opportunities, including the 'marriage bar'. Some candidates might argue that advances were greater for women from the professional/upper middle-class facilities. Working-class women continued in employment but usually in menial, repetitive and ill-paid jobs. On the franchise, candidates might accept that though there were greater opportunities for women's advancement than previously, most of the central figures were from professional backgrounds. Other candidates might argue that unexpected opportunities to work in jobs previously closed to women was an important reason for 'changing opportunities'.</p>	30

Question	Answer	Marks
32	<p>How effectively did British businessmen and financiers rise to the challenge of foreign competition in the years 1880–1914?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge of the British economy and the challenge of foreign competition. Candidates may refer to: the growing economic strength of the USA and newly-united Germany; the symbolic impact of <i>Made in Germany</i> (1896) and the contemporary perception that Britain was doing badly; France’s growth rate being the highest of all countries by the early twentieth century; British manufacturing goods were beginning to be undercut; the rate of economic growth was reduced; and, the substantial diversion of British investment into overseas markets by the 1880s. However, candidates may also refer to: Britain still exporting 44% by value of the world’s manufactured goods; the role of the City of London and emergence of a financial and commercial culture; the increased involvement by the aristocracy in business as company directors; and, Britain’s retention of free trade, unlike France, Germany and the US. Analysis and evaluation are required, not a simple narrative of actions and events.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, candidates should select their material from across the broad chronology of the question. The discussion should centre on: the extent of the foreign challenge, perhaps greater in terms of investment in modern equipment than in the immediate challenge to manufacturing goods; main competitors having bigger populations and greater natural resources; the extent to which British businessmen met the challenge by diversifying – there was more emphasis on chemicals and early electrical goods, and less emphasis on heavy industry; the impact of the City which expanded in both numbers and importance; overall, there was a transfer of resources from manufacturing into commerce; many businessmen went bankrupt but opportunities remained for those prepared to change focus; and, on investment, while increasing amounts went abroad, there was little evidence that new enterprises were starved of ‘start-up’ capital.</p>	30

Section 7: 1914–1951

Question	Answer	Marks
33	<p>Assess the quality of British military leadership in the First World War.</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge of the key events and battles on the Western Front. They may refer to Haig as Commander-in-Chief on the Western Front and the roles and importance of other leaders, including Kitchener, Fisher, Jellicoe and Beattie. Candidates should discuss the overall strategy on the Western Front, including liaison with the allies, and strategic and tactical initiatives in support of allied activity elsewhere such as the Gallipoli campaign. Analysis and evaluation are required, not a simple narrative of actions and events.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. The discussion here should concentrate on the competence of the military leaders, although it is relevant to mention the extent to which Haig and other senior colleagues were constrained by political decisions, not least about resources. On 'quality', candidates may discuss the war strategy in terms of casualties and 'outlasting' the enemy. It is relevant to discuss whether the military leaders 'trapped' on the heavily guarded Western Front had many options beyond those which were followed. On the war at sea, some candidates will argue about whether the British Navy at the Battle of Jutland missed an opportunity to wreak more damage on the German navy. Candidates may argue that only with the arrival of US troops did the balance of advantage swing decisively, or they may argue that the commanders deserved credit for keeping the German army at bay until 1917. Another argument might be that military strategy by 1917 had failed, as shown by the huge losses sustained but with few significant advances. Using information referred to in AO1 above, candidates might attribute blame (or praise) to individual commanders.</p>	30

Question	Answer	Marks
34	<p>How effective was Ramsay MacDonald in the years 1922–1931, both as a Labour leader and prime minister?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: MacDonald as Labour leader after defeating Clynes (1922); his leadership in the elections of 1923 and 1924; Labour as the second party (1923) and in minority office (1924); the impact of the Zinoviev letter; MacDonald in opposition (1924–1929), the policy on unemployment and the stance taken on the General Strike; his leadership in the 1929 election when Labour became the largest party and formed another minority government; economic difficulties, unemployment proposals and the relationship with unions; the bitterness of the split of 1931; the impact of unemployment benefit cuts; MacDonald as prime minister of National Government (1931–1935), though only Snowden among senior ministers (resigned 1932) remained with MacDonald – increased taxes, emergency tariffs and the return of Protection; the continued economic problems; and, MacDonald’s resignation (June 1935).</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Their discussion may centre on: MacDonald’s abilities, his effectiveness as a speaker and discharger of business, and his astuteness as a political manager; the difficulties he inherited both on the economy and labour relations; the initial successes of the second Labour government, including raising unemployment pay and the new Housing Act; in foreign policy, his attempts to secure peace; his attempts to defend the Gold Standard, but his inability to keep Labour together during the crisis of 1931, followed by his expulsion from the party and lasting bitterness about him within the party; and, his deteriorating health. Candidates may argue that MacDonald was far less effective as head of National Government, but was an unfairly maligned figure who deserved credit for making Labour a credible party of government and a serious opposition force until 1931.</p>	30

Question	Answer	Marks
35	<p>Why did neither the Fascists nor the Communists achieve electoral success in Britain in the inter-war period?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Regarding the ‘Fascists’, candidates may refer to: the origins of British Fascism as the ‘New Party’ under Mosley; the very limited support for it as seen by the small number of defections from Labour, Liberals and Ulster Unionist; the policy of public works and cheaper government; and, Mosley’s increasing alignment behind more extreme policies as British Union of Fascists (BUF) (1932) emphasising order, intolerance of opposition and the use of the state as a ‘cleansing’ agent. In 1936, the BUF and National Socialists’ were added to its name and the overt link with Nazi Germany was widely unpopular. The party never won a parliamentary seat. Regarding the ‘Communists’, candidates may refer to: the formation of the party in 1920 out of an amalgamation of far-left groups especially the British Socialist Party (BSP); the party of the ‘Third International’; the Labour party’s refusal to accept Communists as members; only four MPs being elected as Communists during period 1918–35; and, initiatives to gain traction by attempting to form a left-wing alliance (Popular Front) having very limited effect.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. The discussion may centre on: the intrinsic weakness of both parties viewed as extreme, and faced by a stronger, longer established democratic system in Britain than in either Germany or Italy; the widespread perception that the British political system was not so discredited as elsewhere in Europe; other outlets existed for protest votes within Labour and Liberals; the lack of proportional representation made gaining a toe-hold in Parliament more difficult against the three political parties (one of which was considered quite ‘extreme’ enough already); Fascism’s limited geographical appeal, including anti-Semitism in parts of London’s East End (‘Battle of Cable Street’, 1936) and quasi-military marching was unpopular; the Communists found their involvement with International Marxism widely condemned as evidence of unwanted ‘extremism’ and lack of patriotism; and, neither of these parties had enough members or finance to sustain a national profile.</p>	30

Question	Answer	Marks
36	<p>Assess the effect of the First World War on Britain’s foreign policy in the 1920s and 1930s.</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge of the key aspects of British foreign policy in this period and should link these, as appropriate, to the short and long term impact of the First World War: They may refer to the alliances designed to reduce international tension, especially perhaps: the Washington Treaties, 1921–22; Locarno (1925); and, the Kellogg-Briand Pact (1928). Regarding the 1930s, they may refer to: Lausanne (1932) and the reduction of German reparations; The Stresa Front (1935); the response to German rearmament; the Munich Agreement (1938); the territorial guarantee to Poland (1939). Analysis and evaluation are required, not a simple narrative of actions and events.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Candidates should maintain a focus on the impact of the First World War in discussing Britain’s foreign policy. They may comment on the ‘never again’ aspect, particularly in the 1920s. They might link issues relating to pacts and disarmament as a direct result of the War’s impact. They may also argue that the fear of a new world war was a key factor in explaining why Britain adopted policies of appeasement. Candidates should discuss the whole inter-war period. They may consider <i>how far</i> and perhaps also <i>for how long</i> British foreign policy was driven by the wider context of ‘never again’.</p>	30

Question	Answer	Marks
37	<p>What best explains the extent of nationalisation undertaken by the Labour governments of 1945–1951?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. They may refer to a range of industries that were nationalised: Bank of England (1946), coal (1946), the electricity industry (1947); inland transport, including railways (1948); iron and steel (1949; took effect 1951). Though not strictly ‘nationalisation’, the establishment of the National Health Service (1948) was seen by many, possibly most, doctors as an unwelcome piece of control by the nation state. Nationalisation concentrated on industrial production and on ensuring that the power of the state would back investment directed at securing economic revival.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Their discussion may centre on: the long-lived and bitter legacy of inter-war economic problems; the need for urgent action (including the Austerity Plan) to get the nation back to work after the devastation and economic distortions of war; the ideology of the Labour government and its origins in safeguarding the interests of working people (especially, ‘the working man’); the acceptance by the Conservatives of the need for nationalisation (the party’s <i>Industrial Charter</i>, 1947), so there was considerable cross-party support for Labour’s industrial policies; the extent of very poor and the unprofitable state of much industry in private hands meant that nationalisation was seen as a means of securing jobs; and, failed inter-war policies contributed towards making the Keynesian policy of demand management the new economic orthodoxy.</p>	30

Section 8: 1951–2005

Question	Answer	Marks
38	<p>'In the second half of the twentieth century, British foreign policy objectives were excessively pro-American.' Were they?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: Anglo-American co-operation in the immediate post-war period, especially over Berlin; agreement on nuclear weapons policy (US submarines in Scotland from 1961); US-produced Polaris missiles in British submarines; agreement on a range of contentious issues, including Palestine/Israel and Korea; disharmony over the Suez crisis (1956). Anglo-American co-operation at the UN; US policy in respect of Argentina and the Falklands War (1982). There was a generally warm personal relationship between the President and the Prime Minister, including Kennedy and Macmillan over the Cuban missiles crisis, and Thatcher and Reagan over the USSR as an 'evil empire'. There was broad agreement in 1980s on neo-Liberal economic policy to secure prosperity and act as a safeguard for the security of 'the free world'.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Their discussion may centre on: how close Anglo-American relations were and whether they were sufficiently close to be appropriately described as 'excessively pro-American'. Implicitly or explicitly, candidates should tackle two questions: how close were the relations, and was the closeness considered excessive? They may discuss: the validity of the concept of a 'special' relationship' through a shared language and shared cultural reference points; the Anglo-American agreement about the USSR as the main threat to both peace and prosperity after 1945; and, Anglo-American co-operation on defence. There was varying degrees of warmth between the leaders: Macmillan was closer to Kennedy over Cuba than Wilson was to both Johnson and Nixon over Vietnam. Candidates may discuss: the apparent closeness of the relationship as damaging, and thus 'excessive', since it became increasingly unequal in terms of power. They may also consider Britain's perhaps unwise closeness to the USA as a threat to relations with its European partners, especially during the Thatcher years. They may discuss whether Britain needed a 'special relationship' because it had lost an Empire and not otherwise found a role. From the US perspective, rarely, if ever, was a policy changed because of British views. Britain's relationship with the US may be viewed as one of 'special dependency' rather than a 'special relationship'.</p>	30

Question	Answer	Marks
39	<p>Assess the strengths and weaknesses of Harold Macmillan as prime minister.</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: his experience before becoming prime minister (in 1957); his success as Minister for Housing and Chancellor; in foreign policy, his rebuilding of relations with the USA after the Suez affair; his almost avuncular relationship with J F Kennedy; in preparing for decolonisation, his ‘Wind of Change’ speech (1960); his failure to obtain entry to the EEC (1963); on the home front, his capitalising on growing prosperity in late 1950s – the ‘never had it so good’ image, and its impact on the 1959 general election campaign and the resulting large Conservative majority; the growing problems in the early 1960s – economy dips, substantial cabinet cull (1962) – ‘Night of the Long Knives’; and, his handling of the Vassell and Profumo affairs damaged his reputation.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Regarding strengths, their discussion may centre on: Macmillan’s sure-footedness in international affairs and his vision in anticipating decolonisation; the effect of his personal charm and experience in relations with USA; his building of bridges with the USSR by establishing effective relations with Khrushchchev; and, his development of an effective nuclear weapons programme. Regarding domestic affairs, candidates may discuss: the importance of Macmillan’s background as a ‘One Nation’ Tory, and his keenness to see Keynesian policies prevail; and, his ease and wit as a public performer which was useful in consolidating Tory strength. Regarding his weaknesses, candidates might consider: his relations with Europe as being less effective than those with the USA; his criticism from the right-wing of what they considered hasty and ill-thought-through decolonisation policies; his panicky response to economic difficulties in the early 1960s and, particularly, to the scandals. His image was increasingly set as that of a languid aristocrat (which he was not) operating on a set of anachronistic assumptions, and many of the younger generation thought him out of touch.</p>	30

Question	Answer	Marks
40	<p>How effective were Labour’s domestic policies in the years 1964–1970?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the Wilson governments’ travails with a Trade Union movement increasingly prone to flex its industrial muscles (e.g. the failure of the Seamen’s Strike, 1966, and its refusal to accept the compromise offered in <i>In Place of Strife</i> (1969); a series of unsuccessful Labour attempts to reorganise economic departments (Department of Economic Affairs, abolished 1969; George Brown’s often erratic performance as an economics minister; and, the growing problems with the balance of payments leading to the devaluation of the pound (1967). Though Heath, as leader of the Conservatives, rarely suggested a more effective approach than Wilson’s, his relatively humble background suggested that the Conservatives were at last modernising; Heath’s decisive handling of the crisis caused by Powell’s Rivers of Blood speech (1968); specific pro-Conservative factors in 1970 included a set of bad trade figures; and, even, England’s unexpected defeat in the football World Cup just before the election.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Their discussion may centre on: whether Labour weaknesses or the effectiveness of the Conservative message was the more important in explaining what was by June 1970 an unexpected Conservative victory; how important was Labour’s apparent inability to work with or ‘tame’ the Unions, even with a leading trade unionist (Frank Cousins) in the government (1964–66); the growing concerns about the direction of economic policy and, especially, the rising inflation eating into savings and encouraging trade unions to press for higher wage settlements. In 1970, with an economic recovery underway, the Jenkins budget produced fewer bribes for the electorate than was politically wise. On the Conservative side, Heath was increasingly seen as competent, albeit wooden, and able to make political capital out of Labour’s apparent weakness on the economy. Short-term factors (see AO1 above) helped to shift public opinion in the Tory direction, producing an outcome predicted by few.</p>	30

Question	Answer	Marks
41	<p>‘The greatest achievement of the Thatcher governments was to reduce the power of the trade unions.’ Discuss.</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the situation Thatcher inherited in 1979 with the perception that the trade unions were holding the country to ransom; she avoided confronting the miners in 1981–2, but took them on in the bitter industrial strike of 1984–85 which ended in government victory; her economic policy based on neo-liberal principles – free trade, low taxation, her incentives to business; her strong pro-US alliance including her empathy with Ronald Reagan and his criticism of Communist states; her support for Britain’s membership of the EU, but as a free-trade association not as a proto-federal state; her achievement in winning three successive general elections, the last two with landslide majorities; her reshaping of the Conservative party and weakening the ‘wet’, one-nation element; and, she shifted the Tory party several notches to the right.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches, to arrive at a well-considered judgement about the relative importance of Thatcher’s victory over the Unions. Their discussion may centre on Thatcher’s policy towards the trade unions and her struggle against the miners, but should also offer a rounded assessment of other factors which might be considered as her ‘achievements’. Her victory over the miners was substantial and had wider knock-on effects, including weakening the bargaining power of unions in general; and, the widespread perception (especially among her supporters) that this victory was crucial to making Britain ‘governable’. Other achievements which might be considered as equal or greater ‘achievements’ include: her increasing of Britain’s prestige on the world stage (Falklands War and her part in bringing down the Soviet ‘evil empire’); her securing of a new economic focus, with greater emphasis on the financial sector, lower direct taxation (though she failed to reduce the tax burden overall) and increasing incentives to wealth creation; making the Conservatives regularly electable (her victories of 1979, 1983 and 1987, plus – her supporters would say and her detractors deny – setting up the fourth consecutive Tory victory in 1992); and, winning the battle between the ‘wets’ and ‘dries’, thus fundamentally changing the nature of the party.</p>	30

Question	Answer	Marks
42	<p>What best explains why pressure for devolved government grew in both Scotland and Wales in the years c.1990–2005?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. They may refer to: the campaign for devolved government in both nations produced legislation (1978), but the contingent referenda (March 1979) produced insufficient majorities in favour for devolution to come into effect; the election of a strongly pro-Union government in May 1979 further hindered the devolution cause; Conservative policies brought far fewer benefits to most of Scotland and Wales than to the South-East of England; the growing sense of self-interest in supporting devolution in both countries; the work of nationalists and many Liberal and Labour politicians in bringing devolution back onto the agenda; in Scotland, the work of Donald Dewar as Scottish affairs spokesman in the 1980s, Secretary of State for Scotland 1997–99 and as Scotland’s First Minister from 1999 to his death in 2000. In Wales, national support for devolution was less substantial, but Labour increasingly supported the establishment of a devolved assembly; the revival of campaigns for devolution after Thatcher’s resignation, but there was little progress until Blair’s New Labour government elected in 1997, with a commitment to secure devolution. The first assemblies sat in 1999.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Their discussion may centre on the reasons why more people supported devolution: Nationalists generally saw devolution as a necessary stepping stone towards independence; for many on the political left, devolution was supported both for the benefits it promised to bring to Scotland and Wales, but also as a stratagem to head off and frustrate full independence; in Scotland, what nationalists called ‘Scotland’s oil’ provided both economic and political arguments for a national assembly sitting in Edinburgh; and, the impact of Thatcherite economic policies on both Scotland and Wales, including the perception that they produced increased inequality and, more specifically, made England even more decisively the dominant nation of the Union.</p>	30

Section 9: Themes: c.1914–2000

Question	Answer	Marks
43	<p>How effectively, in the period c.1945 to c.2000, did British politicians manage the economy?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge of economic policies in the later twentieth century. They may refer to: the policies designed to increase the rate of economic growth, including stimulating demand using Keynesian methods; using state intervention to keep rates of unemployment low (unemployment was never more than 600 000 between 1945 and 1970, the effect of low unemployment on the influence of the trade unions and keeping wages up); the growth of inflation (prices quintupled between 1955 and 1979); the change of macro-economic policy from the late 1970s, with more emphasis on cutting government spending and much greater reliance on a successful private sector, particularly in financial services; the substantial growth in unemployment; and, late twentieth century governments did not halt the rise in taxation, for example, in 1966, taxation took 31% of annual income and, by 1996, it was 37%. Analysis and evaluation are required, not a simple narrative of actions and events.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, candidates should select their material from across the broad chronology of the question. Their discussion should centre on: the criteria for establishing ‘success’, including changing priorities – in the first two thirds of the period the main objective was keeping unemployment low, with governments generally successful; in the last third, the key emphasis was on restricting and reducing government expenditure, in which governments were far less successful. So, there were different overall objectives over time, but there was little evidence that ‘micro-management’ of the economy produced significant improvements, as for example: the experiments with National Development Council (1961), the formulation of a National Economic Plan (1965) or the Prices Commission and Pay Board (1972). Also, it is difficult to argue that one political party was more successful than another.</p>	30

Question	Answer	Marks
44	<p>'By 1980, the women's liberation movement had transformed prospects and opportunities for women.' Had it?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge of the impact of the women's liberation movement. Candidates may refer to: the pressure to reduce or eliminate gender differences across a wide spectrum, including how power was exercised in the family and in public life; the objectives which included advancing the cause of equal opportunities, eliminating pay differentials, and women's legal rights over their bodies; the influence of feminist ideas developed in the USA on women in Britain; and, the impact of the movement on middle-class and would-be upwardly mobile women. Politically, it was left-wing. Key feminist texts included Betty Friedan's <i>Feminist Mystique</i> (1963) and Germaine Greer's <i>Female Eunuch</i> (1970). Candidates may also discuss the formation of the National Women's Liberation Conference (1970); the attacks on institutions and entertainments considered sexist such as Miss World and pornographic magazines; the reaction against specific targets of hostility; the emergence of 'Third-Wave Feminism' from the 1980s which tried to shift the emphasis away from the targets and concerns of educated middle-class women, placing more emphasis on discrimination against black and lesbian women; and, that there was more emphasis on sexuality. Analysis and evaluation are required, not a simple narrative of actions and events</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, candidates should select their material from across the broad chronology of the question. Their discussion should centre on making a reasoned judgement about the successes and failures of feminism. Raising consciousness about discrimination might be considered a success but, in terms of concrete objectives, candidates might argue that the achievements were patchy at best: equal pay was not achieved; senior posts in most occupations remain dominated by men; there was considerable increase in the numbers of women selected as candidates for parliamentary elections, but a substantial discrepancy remains. The emergence of a less focused, more 'all-embracing' feminism as part of the Third Wave might be considered an acknowledgement of failure, in that the debate and concern had been dominated by an identifiable segment of women: relatively young, highly educated and with social and cultural concerns which did not resonate widely. Against that, change, though never rapid, has been substantial in some areas, not least in raising awareness than feminism can change lives.</p>	30

Question	Answer	Marks
45	<p data-bbox="316 248 1270 315">How far did comprehensive education in the period c.1960 to c.2000 meet its objectives?</p> <p data-bbox="316 349 1318 786">AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge of comprehensive education in the later twentieth century. Candidates may refer to: the key objectives of comprehensive education, that is to increase opportunity across the board by removing selective education at age 11 and replacing it with secondary schools with no entrance tests; and, the rapid increase in the number of comprehensive schools c.1960–c.1975 and the consequential closure of grammar schools. Until 1988, however, there were few criteria for judging whether opportunities had been made more equal. The ideological objective, most favoured by the left, was equality. From the late 1980s, there was the introduction of a national curriculum designed to ensure a basic range of subject areas and targets for achievement. Analysis and evaluation are required, not a simple narrative of actions and events.</p> <p data-bbox="316 819 1318 1659">AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, candidates should select their material from across the broad chronology of the question. Their discussion should centre on whether the objectives (see AO1 above) were achieved. One objective, the replacement of grammar schools and secondary modern schools by comprehensive schools was achieved rapidly in most parts of England and Wales. However, ‘equality’ objectives were more successfully met in some areas than others. Comprehensive schools with higher levels of academic achievement were mostly clustered in areas of relative prosperity and higher concentrations of middle-class parents. Many argued that comprehensive education exchanged one form of selection (the ability to pass the 11+ examination) for another (spatial and determined by postcodes). The National Curriculum was designed to reduce inequality and ensure an appropriate range of educational experience but was compulsory only in state-funded schools. Many teachers complained about the associated bureaucracy and targets which encouraged ‘teaching to the test’ rather than the opening of minds and expanding understanding. There was increasing criticism of low achievement in many comprehensive schools, though many provided excellent education which gave opportunity to a larger proportion of young people than the old grammar/secondary modern split had achieved. Ofsted reports indicated considerable diversity of achievement across comprehensive schools.</p>	30

Question	Answer	Marks
46	<p>How much benefit did Britain derive from its closer integration with Europe in the years 1973 to c.2000?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge of Britain’s relations with the European Community/Union in the last quarter of the twentieth century. They may refer to: the key aspects of the relationship; the size of the single market for EU members; European Currency Unit making travel between EU countries easier to manage; Britain’s role in the European Monetary System, from 1979; British refusal to join the Exchange Rate Mechanism; the extent to which Britain was forced to adopt policies about which the British government of the day felt uneasy; and, the political stability of EU members, and the primacy of democracy and the rule of law in member states. Against this, Thatcher’s Bruges Speech (1988) attacking the idea of a European State; Britain joins the European Monetary System (1990) but is forced to suspend its membership after the monetary crisis (1992). Analysis and evaluation are required, not a simple narrative of actions and events.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, candidates should select their material from across the broad chronology of the question. Their discussion should centre on: the benefit (or otherwise) which Britain gained from its membership of the EU. Candidates should weigh the balance of advantage and disadvantage. Factors which might be considered as ‘benefits’ might include: access to a large, growing and prosperous market (perhaps masking the UK’s poor productivity record); a group of democratic countries which could act as an ‘international country’; the ability to gain advantage by effective argument of a case – such as some reform to the Common Agricultural Policy (1983); and, the large British budget rebate negotiated by Thatcher (1984). Factors which might be considered adverse include: the size and expense of being a member of the EU; the moves towards making the EU a federal state; the ‘South-North’ economic divide (increasingly an issue from the late 1990s) militated against political harmony; the UK had to fight hard to change EU policies already in place in 1973 (though some would see as an advantage the UK’s ability to negotiate better deals within the Union (as with Maastricht, 1991–93, when the UK opted out of Monetary Union and the ‘social charter’ on working hours, etc.)</p>	30

Question	Answer	Marks
47	<p>Assess the impact of radio on British society in this period.</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge of the development, and importance, of radio in the period from its early development to when television took over as the preferred medium for news, information and entertainment. They may take the Reithian mission to ‘inform, educate and entertain, as a template for discussion. On ‘inform’, candidates may refer to: the impact of the BBC’s World Service and its high international reputation; domestically, news analysis of issues and problems but constrained by the need for political neutrality. On the need to ‘educate’, serious-minded programmes were broadcast, advancing understanding of the sciences, the arts, the economics, etc. via the Home Service and, from 1946, the Third Programme. On Radio’s mission to ‘entertain’, candidates may mention the importance of the Light Programme with its wide range of broadcasts bringing ‘light entertainment’ via variety shows and dance-band programmes in the 1930s, through quizzes, comedy programmes such as The Goons, and ‘feature’ programmes such as Desert Island Discs in the 1940s and 1950s. Analysis and evaluation are required, not a simple narrative of actions and events.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, candidates should select their material from across the broad chronology of the question. Their discussion should centre on: making a judgement about the extent of radio’s impact on the British public; radio in the 1920s and 1930s as a new and a pervasive medium which took considerable pains to ‘inform, educate and entertain’ families by producing programmes designed for home consumption; and, the impact of radio on changing how people used their leisure time, informed themselves and improved their understanding of the world. Whether radio was more successful in its remit to ‘inform’ (particularly during periods of national crisis) and ‘educate’ (since there was no shortage of experts anxious to spread their understanding) than to ‘entertain’ (since many found its light entertainment surprisingly heavy-handed and, insidiously in some instances, ‘improving’); others might argue that entertainment usually predominated via popular music and dance-bands in the 1930s and comedy shows (including ITMA and the Goons in the 1940s and 1950s). Candidates might also consider radio as a generator of significant social change, opening ears to both opportunities in and accents from different parts of the country, and providing opportunities for autodidactic learning about topics which had rarely reached working-class homes before radio. The impact may also be judged comparatively with other media such as popular newspapers and magazines.</p>	30

Question	Answer	Marks
48	<p>How, and why, did opportunities for holidays increase in the period c.1918 to c.1970?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge of leisure – especially holidays – in the period stated. They may refer to: workers who obtained more time, and often pay, for holidays; the importance of organised labour in gaining shorter hours for their members and of the state in protecting bank holidays; holidays ‘growing out’ of the individual days set aside for leisure; the greater use of the railway network for leisure as well as commuting; the development of holiday camps from the inter-war period, including Butlins and Pontins; travelling holidays based via coach became established in the interwar period; post-World War II, the advent of the ‘family car’ as an item of mass consumption; towards the end of the period, aeroplane travel became more affordable, enabling mass exodus to ever more distant venues, first in Europe and later in the Americas and the Antipodes; and, rapidly rising living standards from the early 1950s made family holidays more affordable. Analysis and evaluation are required, not a simple narrative of actions and events.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, candidates should select their material from across the broad chronology of the question. Using examples drawn from those offered in AO1 above, the discussion should centre on: innovations which made holidays in distant venues feasible; increasing leisure time; and, rising living standards. Candidates may respond by emphasising both the chronology and class differences: the wealthier middle classes had more opportunities for long-distance holidays during the inter-war period; and, working-classes used less exotic means of transport and could afford to take annual holidays, especially abroad, only from the late 1950s onwards. Candidates should concentrate both on the ‘how’ (where transport innovations may be stressed) and the ‘why’ (the increasing time for leisure and, eventually, more money to spend on family holidays in what because of World War II would have been considered almost impossibly exotic and/or distanced locations).</p>	30