

**MARK SCHEME for the May/June 2012 question paper  
for the guidance of teachers**

**9769 HISTORY**

**9769/13**

Paper 1C (British History Outlines c.1689–2000),  
maximum raw mark 90

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

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

<b>Page 2</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

*These banding definitions address Assessment Objectives 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question.*

## **Introduction**

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

Examiners should 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 should be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit should be given for evidence of a good historical intelligence and for good use of perhaps unremarkable material rather than for a stereotyped rehearsal of memorised information.

- (b)** Examiners should use these banding definitions in combination with the paper-specific mark schemes.
- (c)** It should go without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d)** Examiners are also asked to bear in mind, when reading the following, 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 well 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 2 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 should be adopted with any doubt erring on the side of generosity.
- (f)** In marking an essay, examiners should first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

<b>Page 3</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

### **Band 1: 25–30**

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. Use of English will be clear and fluent with excellent vocabulary and virtually error-free.

### **Band 2: 19–24**

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. Use of English will be highly competent, clear, generally fluent and largely error-free.

### **Band 3: 13–18**

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. Use of English will be competent, clear and largely free of serious errors.

<b>Page 4</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

#### **Band 4: 7–12**

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 well 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. Some errors of English will be present but written style should be clear although lacking in real fluency.

#### **Band 5: 0–6**

The answer 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; unsupported generalisations, vagueness and irrelevance are all likely to be on show. 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 whilst investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources is not to be expected. The answer may well be fragmentary, slight and even unfinished. Significant errors of spelling, grammar, punctuation and syntax may well hamper a proper understanding of the script.

<b>Page 5</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

### Section 1: 1689–1760

#### 1 Explain the contrasting fortunes of the Tory party in the years 1689–1714.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the development of the Tory party within the political system at this time. The focus will be on ‘contrasting fortunes’. Candidates should know about the factors which influenced Tory fortunes. The most important are likely to be the two wars which frame the period, including the costs of those wars and the implications for taxation, religion (especially support for the Church of England), the accession of a pro-Tory Queen in Anne (1702) and in Anne’s reign, manoeuvres towards Union and the need for a Protestant succession. Candidates might also note William III’s attempts to act as a ‘trimmer’, with Tories (Danby, Godolphin, Nottingham and Halifax) included in a Privy Council where Whigs were in the majority. William also attempted management of parliaments in which Tories and Whigs were fairly evenly balanced. Candidates may also note that that party structures and disciplines in this period were fluid, especially during William’s reign. Candidates should know that Whigs and Tories were fairly evenly balanced during William’s reign and that, though Anne usually favoured Tories, Whigs held the upper hand from 1705–10. The reasons for the decisive Tory victories in the elections of 1710 and 1713 should also be known. There may also be knowledge of the contrasting versions of Toryism espoused by Harley and by St John.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the reasons for the changing fortunes of the Tories in the reigns of William & Mary and of Anne. Candidates are likely to place emphasis on three factors above others – the succession of a partisan Queen; the impact of war (and especially the widely-felt need for peace from c1710); the defence of the Church of England against non-conformity (often presented as disloyalty). Candidates should know why support for the Church often went hand in hand with support for the Tories. Good candidates might argue that lingering support for Jacobitism within the party usually worked against the Tories. They may also wish to distinguish between so-called ‘Court Tories’ and the ‘Country Party’. Some may argue that, by 1710, country-party attitudes (pro-Church, anti-taxation, suspicion and resentment of the new moneyed interest etc.) were often indistinguishable from support for the Tories. Some candidates might also wish to argue that contrasting fortunes for the Tories also reflected a lack of developed party consciousness, especially in the reign of William. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses, as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over the nature of the Tory party, including the distinction between so-called ‘court Tories’ and ‘country Tories at this time.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	13

**2 To what extent may Britain's participation in the war of the Spanish Succession be considered a success?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the reasons why Britain entered the war: to prevent Louis XIV's domination of Spain as well as France, to safeguard its trade and, thanks largely to William III's position, to support the Dutch against threat from the south. After Louis recognised James Edward Stuart as the rightful King of England, also, King and Parliament saw this as a dynastic struggle. There should also be knowledge both of the War itself and the outcome. Candidates should know about Marlborough's campaigns and especially his successes first in the Low Countries and then in Germany at the head of English, Dutch and German forces. There are successes (particularly the battles of Blenheim and Oudenarde and the capture of Gibraltar). Candidates may know that the major successes of the war were front-loaded. Achievement after 1708 was limited. Allied campaigns in France and Spain from 1709 involved a number of defeats and setbacks. Overall, these campaigns achieved little. It is relevant to mention campaigns, especially at sea, in the Americas, both in the West Indies and on the eastern seaboard. There is much activity but little in the way of decisive success. Candidates may also be aware that after the Tory success in the election of 1710 was followed by considerably less commitment to continuing the war.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on how far Britain could claim success in this war. Most are likely to argue that Britain was militarily successful, especially early in the war, though some may argue that attempts in France and Spain towards the end of the war involved much expense and very little success. Even a notional victory at Malplaquet was achieved only at major cost (20,000 allied casualties). Stronger candidates may use the terms of the Treaty of Utrecht in order to judge whether the greater involvement in European affairs which was more or less forced on the British from 1713 represented a success in itself. Some might argue that Utrecht recognised Britain as unprecedentedly influential as a great power in Europe. Most are likely to note that the renunciation of the French throne by Philip V of Spain represented success, since the threat of a united Bourbon control of both France and Spain. However, given that Allied forces generally enjoyed more success in the war than France and Spain, the peace brought very few territorial changes. Was the outcome proportionate to successes achieved? Also, was it too costly? France and Spain remained firm allies after the war ended, thus an enduring threat to Britain. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over whether the war had any decisive outcomes but rather maintained the late seventeenth-century *status quo* and also, perhaps, about the extent to which Swift's anti-Churchill argument that the war was not about safeguarding the national interests but 'the aggrandising of a particular Family'.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 7</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

### 3 'Whig Supremacy': is this an adequate description of British politics in the years 1714–56?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the party politics of the period. Candidates should know that the Whig party was in more or less continuous control of Parliament during this period and that the Whigs had long-running prime ministers, notably Robert Walpole and Henry Pelham. A good answer should also show awareness of the activities of the Tories, including the extent of their association with Jacobitism. Candidates should also know about the influence of the two relevant Hanoverian monarchs – George I and George II – on the political stage and also understand why both were strongly committed to supporting Whig ministers.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about a given proposition related to 'Whig supremacy'. Candidates should understand what the phrase means and also be able to use it to discuss its significance in the context of early and mid-c18 politics. Good candidates should make some kind of attempt to qualify a description which does not do justice to the political complexities of the period. They might, for example, note that there was no single 'Whig party' but what was never more than a loose federation of interest groups which coalesced around the need for a Protestant, Hanoverian monarchy. Beyond this, the so-called 'Supremacy' was riven on a number of issues – notably concerning diplomacy, the way royal power was often appropriated by ministers. Candidates might wish to use the fact that, particularly after 1729, there was usually an influential, and often a resentful, Whig opposition to the policies of Whig prime ministers, and especially to Walpole's. Two other qualifying issues are worth mentioning: a) the presence of a more or less cohesive Tory opposition grouping, which generally supported what in the reigns of William III and Anne would have been called 'country policies', and b) monarchs who were careful to guard their own interests and to use monarchical power to ensure that British diplomacy was strongly pro-Hanover and also to put their own stamp on both the policies of, and the leading personalities in, the armed forces. Overall, there is much material for candidates to use if they wish to argue that the use of the key phrase in the question considerably over-simplifies a complex political situation. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates in which rather greater emphasis has been given to the importance of Tory policies and politics, especially in the constituencies, and also to the ways in which royal power was exercised.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	13

- 4 'A Church characterised by weak leadership and an inability to meet the needs of a changing society.' Assess the validity of this view of the Church of England in the years 1714–60.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the state of the Church of England in this period. This should include information about both church leadership and also the extent to which the Church was able to adapt to change. In the first category, the emphasis is likely to be on the bishops and good candidates should know something about some leaders of the Church hierarchy, such as Edmund Gibson (frequently dubbed 'Walpole's pope'), William Wake, Thomas Sherlock, John Potter or the influential William Warburton. Beyond the personalities – and the list above provides a decent cross-section of the useful and the largely useless – lies the broader issue of how leadership was exercised and whether the Church of England presented itself as effective, vigorous and doctrinally lucid. In the second category, candidates should have knowledge of the challenges faced by the Church, notably the linked factors of growing urbanisation and the challenge of nonconformity. Candidates should know how the Church attempted to meet these, while being aware that, certainly by 1760, the Church of England was much stronger and also provided a more secure pastoral 'service' in the countryside than the towns. It is also relevant, so long as the chronology is secure, to include material on the Church's response to Enlightenment thinking. Material on the early career of John Wesley is, of course, relevant, perhaps as part of a discussion on the growing importance of evangelical religion.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the effectiveness of the Church of England within the defined period. Candidates may wish to argue that the Church was indeed too 'politicised', especially since the appointment of bishops had to be approved by leading ministers as well as the monarch. This might suggest to some that politics was placed before the discharge of effective pastoral care. Candidates who broadly accept the judgement provided in the quotation are likely to note the relative weakness of the Church in the growing towns, especially of the Midlands and North, and in the industrial areas, not least in the mining areas. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of recent debates about the effectiveness of the Church. The Church has been portrayed in a more sympathetic light of late, often on the evidence of clerical visitations.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.



Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	13

**5 'Britain's desire for great-power status best explains its involvement in conflicts on the continent of Europe in the years 1739–63.' Discuss.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of Britain's involvement in the War of Jenkins's Ear, the War of Austrian Succession and the Seven Years War. Candidates should know about Britain's allies in the 1740s and 1750s and about the significance of the 'diplomatic revolution' of 1756, which cemented a British-Prussian alliance. There should also be knowledge of the outcome of the Austrian Succession and Seven Years wars, linked to changing perceptions of Britain as a great power.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the causes of Britain's involvement during this period. Candidates may well refer to the long-standing suspicion of French power and influence, especially when linked in alliance to Spain. They may argue either that it was desire for trading and colonial supremacy rather than a desire to be recognised as a great power which best explains Britain's involvement. Some candidates may use the knowledge that Walpole felt himself forced into war against his will in 1739 as evidence that the government did not wish to enhance its status in Europe. Other candidates may argue that great-power status was an ambition, but one which related to trans-continental commercial influence rather than the exercise of military power on the continent of Europe. Some candidates may argue that the pursuit of great power status had much to do with the Elder Pitt's period in office. Some candidates could refer to the influence of George II in defending European family interests while trying to ensure that relations with ever more powerful Brandenburg-Prussia was not at the expense of Hanover. For strong candidates, discussion about what great-power status actually meant (commercial and colonial dominance outside Europe or recognised parity with France and Austria on the continent of Europe) may determine the thrust of an answer which should concentrate on the *causes* of involvement in these wars. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over the roles of George II and on whether Britain remained as reluctant to commit directly to European wars in the 1750s as in the late 1730s.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	13

## Section 2: 1760–1815

### 6 How is the ministerial instability of the 1760s best explained?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of British politics in the 1760s. The focus will be on the theme of political instability. Candidates should have knowledge of the end of the Whig supremacy and the significance of the succession of a new 'British' monarch, anxious to cleanse what he saw as the Augean stables of party politics and graft. They should know about the significance of George III's appointment of Bute as an 'outsider' prime minister. They are also likely to refer to the political conflicts which arose over how to end the Seven Years War. A further cause of controversy was the growth of opposition in the Americas to Britain's taxation policies. The role of George personally is a significant one. The fact that Whig personalities, and attitudes, were so widely entrenched almost guaranteed instability when the new monarch tried to change things and exercise existing monarchical rights more actively. For the record, the relevant ministries of the period are: Newcastle/Pitt, 1757–1761/2; 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). Good candidates will see that answers to this question require some knowledge and understanding of individuals as well as issues. The key political figures, apart from a young, inexperienced and wilful King, are the leading ministers but candidates might find a place for a 'spoiler' like Wilkes who might destabilise or undermine ministries. They might also refer to the controversial issues which made parliamentary management difficult.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about which factors were most important in explaining why George III appointed seven ministers in less than ten years. Many will wish to weigh the relative responsibility George III should bear for the ministerial instability experienced against other factors. George III's inexperience and lack of political *nous* in the early part of his reign certainly mattered. His failure to find a minister who could command reliable majorities in Parliament alongside royal favour was clearly an important factor. The quality of some of the prime ministers he picked is also a factor. Bute and Grafton have come in for particular criticism. George was also stubborn and could be impervious to argument and suggestions from those who knew the political world better than he. Those who wish to argue that it is too easy just to blame George III are likely to raise the importance of the issues involved: how the Seven Years War was to be concluded, and how paid for; the growth of opposition in the Americas and frequently weak or ambivalent government responses. Some may also wish to adduce the maverick activities of John Wilkes as a cause of instability. Given that the question requires a judgement on what 'best explains' the instability, strong candidates must include in their answers discussion of relative importance. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, some candidates may be aware of debates on the validity of Whig criticisms that the King should bear greatest blame for the political problems because he didn't trust his ministers and sometimes actively schemed against them. They may also be aware that George III's reputation stands somewhat higher than it did and that it was hardly his fault that the stratagems which had sustained a 'court Whig' supremacy for Walpole and the Pelhams had largely broken down, leaving effective political management a much more difficult process precisely at the time when a young and inexperienced monarch took over.

AO3 [Not applicable to Outlines]

<b>Page 11</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 12</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**7 How important was foreign intervention by France and Spain in determining the outcome of the American colonists' struggle for independence in the years 1775–83?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the reasons for American victory. In view of the quotation, we should expect some concentration on the importance of foreign intervention. Candidates should know about the significance of France and Spain as great powers and also of their status as long-established and significant powers in the American continent. They should know that, from 1778, Britain needed to pay greater attention to its navy since both France, especially, and Spain (who entered the war in 1779) represented a significant threat to supremacy at sea. France and Spain were also in a position to help provision the colonies, making it less likely that the colonies could be starved into submission. Other factors on which candidates should draw include: Britain's unpreparedness for the kind of guerrilla war which the Colonies were waging and the lack of knowledge of the terrain; the quality of British generalship; the military abilities of the Colonies, including perhaps some concentration on the campaigns of Washington. They are likely to know about key military conflicts, including: Lexington (1775), Saratoga (1777), Charleston (1780) and Yorktown (1781).

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the reasons for American victory and this requires evaluation of the relative importance of several linked causes. Candidates might argue that key weaknesses in Britain's campaign to subdue its colonies had already been revealed before 1778 and that military defeats which had little to do with France or Spain were the main reasons for the loss of its colonies. On the other hand, the intervention of two major powers substantially increased the dimensions of the task, not least by providing a much increased threat to the British navy and to its trading operations. It can be argued that both British morale and opposition to Britain's involvement in the conflict increased substantially after 1778. Candidates will need to make an informed judgement about the importance of foreign intervention compared with other factors. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates will be aware of debates about the extent of American resilience. Some argue that, with a substantial minority of colonists opposed to radical American policies and wishing to sustain the colonial relationship, the impact of foreign intervention was particularly important since it put the conflict into a different dimension.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 13</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

## 8 Why was Charles James Fox so rarely in office?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of Fox's career, with particular reference to his time in office. They should know that Fox held high office only three times, each as foreign secretary, under Shelburne (1782), in the Fox-North Coalition (1783) and under Grenville just before he died (1806). Some good candidates will know that he held minor office under North before resigning and they might also see why the question has been asked – given Fox's clear abilities (particularly as an orator) and his highly privileged aristocratic background. He was the son of Henry Fox and the family was heavily involved in national politics. Fox might be said almost to have been bred for office. Candidates should also know about the problems which faced Fox, both in terms of personality (especially his conflict with the younger Pitt) and, particularly, policy. Candidates should also know about George III's hostility to Fox and its importance for his career. Some candidates might stress Fox's sweeping defeat in the 1784 general election as confirming how royal power could still swing the political balance.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about the reasons for Fox's long periods out of office, particularly in view of his abilities and background. There are a number of factors to consider, including: royal hostility (which from 1783 onwards was as implacable as it was sustained); the political abilities of Pitt (who had much more harmonious relations with the King); key issues, particularly those concerned liberty as against order (particularly in the 1790s) and support for peace and accommodation rather than war against French revolutionaries, many of whose principles and policies Fox supported. Candidates might also note that Fox was a strong 'party man', which also offended the King, whereas Pitt was careful not to create a personal party or to link himself too closely to one of the great landed political families. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over the nature of party politics in the 1780s and 1790s and consideration of the extent to which Fox's political career was irredeemably blighted early on or as a result of ideological differences which divided the Whigs in the 1790s and led to the Pitt-Portland coalition in 1794.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 14</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**9 How great was the radical threat to the established political order in the years 1789–1803?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of radicalism in the 1790s. Candidates should know about the radicals' desire to change the political system, via parliamentary reform and, for some, both democracy and republicanism. They should also know how organisations like the London Corresponding Society and the Society for Constitutional Information were inspired by the French Revolution. Some candidates will also know about the links between radicalism and growing discontent in Ireland with British rule. Good candidates should be aware of movements which were organised by artisans and skilled workers, especially in London and other craft towns, and those which were predominantly middle-class. It is also relevant to discuss the Whig-based Society of the Friends of the People.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the impact of radicalism, and particularly the extent of the threat it posed. Candidates who argue that the threat was real might stress the extent to which radicalism grew in the 1790s and the extent also to which it politicised groups who had not been prominent before. They might also stress the genuine radicalism of movements which aimed to put into practice political doctrines which drew their inspiration from the Enlightenment. On the other hand, candidates might argue that the radicals had only a limited power base and that Whig divisions helped Pitt to dominate political life and effectively mobilise the forces of order. Some candidates might argue that revolutionary threats in the later 1790s and early 1800s were relatively easily headed off. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of relatively recent work which stresses how much popular support there was for conservative policies and especially for defeating the French and, therefore, the ideas of the French Revolution. Popular conservatism has received more extensive treatment in the last two decades than before.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 15	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	13

## 10 Who contributed more to British success in the French Wars of 1793–1815: Napoleon or Wellington?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the naval/military/ careers of Nelson and Wellington. Some biographical information is permissible but good candidates will link this to the effectiveness of both men as commanders. On Nelson, candidates are likely to know of his contributions at St Vincent (1797), the Nile (1798) and Copenhagen (1801) as well as at Trafalgar (1805). They should also know about his strategy as a naval commander and his tactical awareness and use of the element of surprise. On Wellington, candidates may know about his extensive career in India but, given the focus of the question, should concentrate on his leadership in the Peninsula (1808–14), including his victory at Talavera (1809) and his effectiveness in fighting what was often a defensive campaign. Candidates are likely to have detailed knowledge of his victory at Waterloo (1815).

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the relative importance of two key commanders during the French Wars. Although candidates are required to make a judgement about whose was the greater contribution, it is important that they discuss the nature of the contribution made by each man. It could be argued that Nelson played a key role in securing British naval supremacy and thus preventing Napoleon from launching his long anticipated, and much-feared, invasion of Britain. Arguably, Nelson played a major part in ensuring that Britain would not be defeated on home territory. Wellington's main contribution comes later and candidates may well wish to argue that he showed great ability in the Peninsula in defending territory against often much larger forces. However, good candidates should explain why the Peninsula (Napoleon's famous 'Spanish ulcer') mattered so much to the outcome of the war. Wellington, it could be argued, helped to prolong the war and thus give the government further options, not least in reforming anti-Napoleonic alliances with other great powers. Although many candidates will argue that it was Wellington who delivered the final *coup de grace* at Waterloo, it was more important that in keeping the war going, Wellington enabled Britain to maximise its economic advantages during what was a very long and expensive war. On one analysis, Britain won because its resources were greater than France's and because it could prevent Napoleon from starving Britain into submission after 1806. It does not matter which commander a candidate chooses in terms of contribution, so long as the treatment covers both and is concentrates on the *nature* of contributions made by both men in reaching an informed judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of recent work on Wellington's campaigns in the Peninsula and on Nelson as a wilful maverick.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 16	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	13

### Section 3: Themes 1689–c.1815

#### 11 'Britain's relationship with Ireland in the eighteenth century was primarily determined by a desire to preserve the Protestant Ascendancy.' Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is Britain's relations with Ireland during the eighteenth century. Candidates should know about the entrenched nature of a successful landed class which was overwhelmingly Protestant and about the almost total domination of the Irish politics by a landed and commercial elite. Dublin was a very large, wealthy and sophisticated city and its leading citizens were also overwhelmingly Protestant. They should also know that many of the leading landed families spent much of the year in England, neglecting their landed estates and making little provision for the wellbeing of the Catholic peasantry. On the other hand, there was considerable awareness in both Britain and Ireland of the continued importance of the commercial and colonial links – not least during the 1770s and early 1780s when nationalist consciousness grew rapidly during the War of American Independence. Pitt's proposals for Anglo-Irish free trade caused much controversy and the need to make maximum use of Irish trade was enhanced by the outcome of the American war. Increasingly, some candidates might suggest, Ireland became seen as the most important of Britain's colonies – even though, from 1782 to 1800 it had its own Parliament.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about the relative importance of the Protestant Ascendancy, as against commercial or colonial factors, in explaining Anglo-Irish relations. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Some candidates will wish to argue that the Protestant dimension was most important in the first half of the century, when the Hanoverian succession had not yet bedded down. Others might argue that political pressures were growing to grant concessions to Irish Catholics, not least because France saw Ireland as the backdoor to Britain during the Revolutionary Wars. The granting of votes to the more substantial Catholic freeholders in 1793 was evidence of this. By 1800, the inclination to treat Catholics as full citizens of a 'British empire' was much more pronounced than it had been even twenty years earlier. Good candidates may well wish to consider the importance of Anglo-Irish trade, particularly perhaps for cattle, as a key consideration. Other commercial considerations would include using Ireland (especially prosperous Dublin) as a ready market for manufactured goods. The growth of Belfast as a ship-building centre can also be cited as evidence that commercial and imperial issues (which many candidates are likely to see as linked) were increasingly important. Clearly, the need to defend a 'Protestant Ascendancy' is not always the dominant factor in the relationship. George III, however, continued to see himself as the guarantor of Protestant control in all his dominions and his clash with Pitt over Catholic Emancipation at the end of the century can be used in reaching an overall judgement about relative importance. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, some candidates may be aware of recent work on the changing nature of Irish nationalism and also the fact that so many leaders of the Irish nationalist movement before 1800 were Protestant.

AO3 [Not applicable to Outlines]



<b>Page 17</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 18</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**12 Assess the view that the contribution of women to the development of eighteenth-century British society was both distinctive and substantial.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here concerns women's roles in eighteenth-century society. Good candidates will see the importance both of identifying a range of roles and also of avoiding stereotypes. Candidates have a wide range to choose from. At the peak of society, women's role in the aristocracy was as hostess and often, as with Georgina, Duchess of Devonshire, as power broker and political confidante. In the middle ranks of society women might develop 'accomplishments' as in the visual arts, as singers or performers on musical instruments, especially harpsichord and fortepiano. Some were business partners for their husbands. Some performed a wide range of charitable functions. Lower down the social scale, women played a vital role in domestic manufactures. In the burgeoning textile industry, working-class women found new opportunities in textile factories. Candidates might recognise the family as an economic unit in which all played a distinctive role. Additionally, women often took the lead in managing scarce resources. In the growing towns, also, unmarried young women found ready employment as domestic servants, although avenues for promotion were few.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on a presented view of women's role. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Many candidates will interpret 'distinctive' as giving them an opportunity to discuss whether women's roles were indeed separately identified and discharged. Especially among the propertied, distinctively gendered roles were the norm rather than the exception. Few candidates are likely to challenge the view that women's economic and social roles were substantial, whether as contributors to a basic domestic economy in working-class families, or as domestic managers, or hostesses, for example, at weekend gatherings in great houses as aristocratic wives. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates will be aware of the substantial recent literature which has argued that women's roles were significant even in areas previously considered to be exclusively male preserves, such as political activities.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 19	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	13

**13 To what extent, and why, did the English economy expand in the second half of the eighteenth century?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the expansion of the English economy after c1750. Candidates should have knowledge of the key elements in the English economy in this period. They are likely to include material on: the expansion of trade, especially overseas trade; the development of mechanisation, particularly, perhaps, as applied to textile manufacture and/or transport; they may also mention the growth of banking and more sophisticated opportunities for investment. It is also relevant to mention both an 'agricultural revolution' and a population increasing with unprecedented rapidity, requiring economic expansion to avoid famine.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about why the English economy expanded in this period and also on the extent of that expansion. Most will argue that the expansion was substantial and will include reference to an 'industrial revolution'. Stronger candidates are likely to include reference to a range of features of a modernising economy and some will argue that the economy became skewed in this period, with mechanisation promoting more radical change in some areas than in others. On *extent*, good candidates may argue that textile production was revolutionised (at least as far as spinning was concerned), whereas most other forms of production remained dominated by hand-craft. Strong candidates must deal with both 'extent' and 'why'. On *why*, they are likely to identify pre-conditions for economic expansion, including a growing population and relatively high living standards, both of which provided firm bases for investment designed to increase productive capacity. Some may argue that, while economic expansion was remarkable compared with the position in the late seventeenth and early eighteenth centuries, more rapid expansion occurred in the early nineteenth century. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of revisionist work which has suggested that economic growth rates in the later eighteenth century were not 'revolutionary' and that economic development was more broadly-based than is often allowed.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 20</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**14 To what extent, if at all, had London lost its social and economic pre-eminence in Britain by 1800?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the role of London in the eighteenth century. Candidates are likely to have knowledge about: the size of London (where approximately 10 per cent of England's population lived); its role as a political and administrative centre; the role of commerce, including London's role as much the largest port in the nation; the role of manufacturing, much of it small-scale, but where a disproportionate amount of skilled craftsmanship was found, particularly to cater for the needs of the aristocracy, in London for 'the season'. Candidates should also include knowledge which relates to social and economic change in provincial England, including: the concentration of much overseas trade with the Americas in west-coast ports, such as Bristol, Liverpool and Glasgow; transport improvements in the provinces; pioneer industrial activity and the development of new factories, especially in Lancashire and West Yorkshire; mining developments, especially in the North-East, south Yorkshire and South Wales. It is relevant (though not essential) to include evidence from Scotland, including perhaps commercial and manufacturing developments in Glasgow and the Clyde Valley and educational advance, especially in the universities of Edinburgh and Glasgow which, at this time, assimilated European enlightenment ideas more extensively than did most of England.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Here the focus is on reaching a judgement about the status of London by 1800, and whether the capital was no longer socially and economically pre-eminent. Whereas, candidates may argue on the relative importance of London either way, strong candidates must make use of evidence (see AO1 above) relating not just to London but to other areas in Britain. Some good candidates might use 'if at all' to argue that London's pre-eminence was not significantly shaken by economic developments in the north of England (including early factories and the building of canals), since London stayed as much the largest commercial and trading centre in Britain. Others may argue that an ever-increasing proportion of national wealth was now being generated outside London and that commercial and manufacturing centres were growing more rapidly than was the capital. Manchester and Liverpool, for example, attracted an ever larger proportion of young migrants in search of work and social advancement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates about London's continuing centrality and importance, most of which take a London-centric perception.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 21</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

## 15 Why did eighteenth-century Britain experience so many food riots?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is rioting over food and, more particularly for most candidates, rioting over changing prices of bread. Candidates should know about the purpose of food rioting, including understanding that rioters were not merely (or even primarily) violent but had particular targets in mind, such as those who were profiteering. Factors helping to explain food rioting include: pressure of population growth, especially after 1750; deficient harvests, particularly in the 1760s and 1790s; inadequate distribution mechanisms which led rioters to believe that food was being moved to larger centres of population from places where food was grown; using threats of force as a bargaining tactic against local authorities and 'middle-men'.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about why Britain experienced a large number of food riots during the eighteenth century. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Using the factors identified in AO1 above, candidates should concentrate on causal factors. Good candidates should move beyond identifying some causes and should attempt to indicate how causal factors often linked. Some may present an analysis which argues which of the various factors may be considered the most important. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of ongoing debates about 'collective bargaining by riot' and of interpretations which argue that food rioters have been overly 'romanticised' by sympathetic historians.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 22</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**16 To what extent, and why, did intellectual life flourish in eighteenth-century England and Scotland?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is intellectual life in eighteenth-century England and Scotland. The focus here is likely to be on the impact of the Enlightenment in the two countries. Candidates are likely to argue that intellectual life flourished distinctively in Scotland with its allegedly more extensive and superior educational system and easier route into higher education for a large proportion of the Scottish population. Some candidates might note the larger number of universities and earlier adoption of 'new' subjects such as economics and applied sciences in Scottish universities. However, intellectual life and practical business accomplishments were found in England also. The Lunar Society in Birmingham acted as a magnet for business and professional folk to discuss politics, economics and, increasingly, the state of society during a period of accelerating change. In both countries, the Enlightenment was making a substantial impact by the end of the century.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the reasons for, and the impact of, changes in learning. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Most candidates are likely to argue that it flourished to a considerable extent, with emphasis on 'new' learning in subjects such as politics and economics. The emphasis was on questioning assumptions on the basis of investigation and research and on applying the results of such investigations to addressing practical problems – such as how things worked, how to address problems of scarce resources etc. Candidates are likely to stress the role of enlightenment thinking but some might wish to argue that the nurturing of intellectual life, research and enquiry was a much more pronounced feature of middle-class existence than lower down the social scale. Some good candidates will take up the clear hint offered by the phrasing of the question to distinguish between the kinds of 'intellectual life' stressed in Scotland in at least partial contrast to England. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of ongoing debates about enlightenment thinking in this period. Has the 'smile of reason' in Britain been exaggerated or otherwise distorted by excessive concentration on the influence of Smith and the French philosophers?

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 23</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

#### Section 4: 1815–1868

### 17 How effectively did Viscount Castlereagh articulate and defend Britain's foreign-policy interests in the years 1812–22?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of British foreign policy under Castlereagh. The syllabus indicates that treatment of foreign policy in this section begins with Liverpool's prime ministership in 1812, so it is legitimate for candidates to discuss Castlereagh's role in the final stages of the War and in the anti-French treaty obligations entered into at Orebro (1812), Reichenbach (1813) and Chaumont (1814). The focus should be generally on an understanding of Britain's foreign policy interests and, specifically, on Castlereagh's objectives and successes. Candidates are likely to concentrate on the Congress of Vienna and on Congress diplomacy, especially the Congresses at Vienna itself in 1815 and then at Aix-la-Chapelle (1818) and Troppau (1820). On foreign policy interests, candidates should know about: the need to block French expansion; to preserve, and expand, Britain's colonial/commercial interests; to maintain peace in Europe; to prevent authoritarian regimes from putting down nationalist movements. Some candidates may know about Castlereagh's reputation as an aristocrat who liked hob-nobbing with the European great and good and may either accept this assessment or qualify it.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about how effectively Castlereagh articulated and defended British foreign policy interests. On 'articulation' candidates are likely to concentrate on his defence of British interests at Vienna and also on his opposition to the 'Holy Alliance' and perhaps also to what was already being seen as the growing threat from Russia in south-east Europe. Candidates may argue that Castlereagh did not see the Vienna settlement as a strait-jacket and that the last years of his career were devoted to attacking the Russian interpretation of the Vienna settlement, which was that it provided a secure defence of authoritarian rule. Candidates who argue that Castlereagh's foreign policy was successful may well concentrate on Britain's much-enhanced reputation as a leading power in Europe and also in laying down foundations which would see peace between the leading European powers maintained (the brief Crimean war apart) for a century. Sceptics are likely to suggest that Castlereagh spent too much time on European diplomacy and not enough in securing Britain's trading interests and, indeed, its still fraught relationship with the United States. There is plenty to argue on both sides of the case. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, some candidates are likely to know that predominant historical opinion now emphasises similarities, rather than differences, between the foreign policy of Castlereagh and Canning. Such candidates are likely to take a favourable view of Castlereagh's foreign policy overall.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 24</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**18 'A great reforming Home Secretary': discuss this judgement on Sir Robert Peel.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of Peel's period as Home Secretary in the years 1822–27 and 1828–30. Candidates should know about the main features of reform during this period: changes to, and codification of, the criminal law, including reduction in the number of capital offences; Gaols Act and prison reform; the Jury Act (1825); administrative changes designed to make existing statutes work more effectively; the establishment of a preventative police force in the capital. It is also valid to discuss Peel's role in convincing Wellington of the need for Catholic Emancipation.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about the significance of Peel's reforms as Home Secretary. Most candidates are likely to argue that Peel did bring about much change, though some strong candidates may well suggest that the intention of the reforms was much more to make a stern legal code work better than to enact reforms which bore the stamp of enlightened, humanitarian reflection. On Catholic Emancipation, moreover, it is possible to argue that Peel was motivated by practical considerations rather than 'liberal' ideology. Against this, supervising a change which enabled the process of the law to work more consistently and more effectively might be considered a valid criterion for judging Peel to be a 'great reforming Home Secretary'. Candidates must be allowed to establish their own criteria for 'greatness' and stronger ones are likely to do this explicitly. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over the motivation for Peel's reforms, particularly, perhaps, in the light of Boyd Hilton's recent reflections about evangelical influence on practical legislation and on the significance of 'atonement' for sin – and the debate to which these have given rise.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.



<b>Page 25</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

## 19 How effective a prime minister was Viscount Melbourne?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of Melbourne as prime minister in 1834 and 1835–41. Candidates are likely to know something of his reputation for languid, and somewhat detached, leadership and also for cynicism. They might be aware that his knowledge of economics and of 'balanced budgets' was limited and that was the focus of much powerful and informed criticism from Peel and the Tories in the last years of his second government when it was alleged that Melbourne allowed government debt to spiral out of control during a period of economic depression. Against that, this was the period of the so-called 'Whig reforms' and Melbourne's government enacted significant legislation, especially on the poor law, on education and on church reform. Candidates might also know about Melbourne's skills as a party leader and the extent to which the Whigs became more coherent and united as party allegiances strengthened in this period. Some candidates may refer to Melbourne's important role in the years 1837–40 in educating the young, headstrong Victoria in the arts of constitutional monarchy. Whatever else, he turned her young head!

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the abilities and effectiveness of Melbourne as prime minister. Candidates may well argue that Melbourne's reputation does not bear close scrutiny in comparison with that of Peel, or even Grey who did enact one hugely significant piece of legislation in the First Reform Act. However, it is possible to argue that Melbourne's gifts as leader are easily understated. Under him, the Whigs enacted a range of cumulatively significant reforms and Melbourne's government passed a range of church reforms which halted what had seemed to be almost unstoppable pressure for disestablishment of the Church of England. Similarly, Melbourne held his party together in the face of strong opposition from Peel and helped to bring what proved to be a significant bridgehead with the dissenters in his party. It could be argued that Melbourne, by his actions as prime minister in the 1830s, was one of the architects of dominant mid-Victorian Liberalism. As so often, candidates can argue to quite different conclusions about 'effectiveness' and should be rewarded on their ability to build a logical case on appropriate selection of relevant and accurate evidence. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of recent attempts to rehabilitate Melbourne and to indicate that seeing the 1830s and early 1840s as 'the age of Peel' does less than justice to a wily and experienced politician

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 26</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**20 Estimate the influence of the Peelites as a force in British politics in the years 1846–59.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the Peelites. Candidates are likely to know that the Tory split in 1846 left Peel with a notional hundred or so followers. These included some of the leading young politicians of the day, including Gladstone, Aberdeen, Graham and Cardwell and candidates should have knowledge of at least the first two. They should also know that the Peelites supported the Liberals on key free-trade reforms but also that Peel's own desire to 'keep aloof from party combinations' irked his followers in the late 1840s, not least the ambitious Gladstone, who had a career to carve out and who found lack of clear party allegiance a complication he increasingly could do without. Candidates should also know that the Peelites pretty steadily lost numbers as members rejoined the Conservatives or saw clearer ideological congruence with the Liberals. Peelites were also divided among themselves. On the other hand, Aberdeen led a Peelite-Liberal coalition in 1852 and Palmerston in 1855 believed that he could not govern without Peelite assistance.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about the influence of the Peelites. Many candidates are likely to argue that, on grounds of ability and experience of government, they were influential. However, they did not contribute much to stable government in the period in question. Also, they were rarely a united force and candidates might argue that the dwindling number of established politicians who accepted the label 'Peelite' suggests that their influence was severely circumscribed. Some candidates will take a broadly biographical approach, concentrating perhaps on the personalities and abilities of Gladstone (particularly) and Aberdeen and discussing their contribution to the key events of the period – free trade, balanced budgets and the Crimean War. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over the nature of party politics in this period and reassessments of both Peelites and Conservatives in this period.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 27	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	13

**21 'In the 1850s and 1860s, British politicians overestimated the threat from Russia and underestimated that from Prussia.' Discuss.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the key elements in British foreign policy and diplomacy in respect (particularly) of Russia and Prussia. Candidates should know that Russia was considered Britain's most likely enemy, largely because of its ambitions in south-east Europe, with consequential threat to British trade in the Mediterranean and to trade routes to India and to the middle and far East, although one or two candidates might want to make brief reference to poor relations with France as a complicating factor in considering threats from only Russia and Prussia. Candidates are likely to know that Anglo-German relations were rarely given prominence in the 1840s and 1850s and to suggest that the potential threat from Prussia was perceived as developing only in the 1860s when Prussia helped put down revolts in Poland in 1863 and then when Prussia was able to secure its claim to Schleswig-Holstein, facing down Palmerston's attempts at a compromise solution between Prussia and Denmark. Prussia's victory over Austria in 1866 suggested that Prussia was now the dominant power in central Europe. The threat to Britain, both political and economic, assumed greater proportions when France was humiliated in the Franco-Prussian war and Prussia dominated a new United Germany.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the relative importance of Russian and Prussian threats to Britain in the 1850s and 1860s. Candidates might argue that Britain's involvement in the Crimean War was, in itself, evidence that Russia was considered as a major threat. They might argue that the settlement of 1856 did little to stabilise relations in south-east Europe, thus indicating that Russia – which remained the dominant European power in the area – remained the most direct threat. On Germany, some candidate may argue that Prussia was rather much more as an ally than as a threat until the mid-1860s. The Queen was strongly pro-German, and her eldest child was married to the Crown Prince of Prussia. The court saw this as confirming close relations between Britain and Prussia. Candidates are likely to use some of the evidence under AO1 above to suggest that Britain was slow to react to Prussia's growing influence, or to perceive a threat. Candidates who argue against the proposition provided in the question are likely to argue that Britain had few direct interests in central Europe and that, therefore, not seeing Prussia as a threat was understandable and, indeed, perhaps the foundation of a secure alliance. Much stronger cultural links existed between Britain and the German states than with Russia. Also, the Crimean War had not settled outstanding areas of disagreement and conflict. Though few will argue thus, it is perfectly possible to provide evidence supporting the proposition that Russia remained the greater threat and that it was not 'over-estimated' in British diplomacy. Similarly, despite Germany's evidently increasing influence in Europe, it can be argued there was little before 1870 to suggest that a united Germany would threaten Britain. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over whether British foreign policy under Palmerston and Clarendon was appropriately calibrated.

AO3 [Not applicable to Outlines]

<b>Page 28</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

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<b>Page 29</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

### Section 5: 1868–1914

#### 22 Why was the defeat of the Conservatives in the general election of 1868 so decisive?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The chronological focus here is clear and precise. Candidates should have some detailed knowledge of the outcome of the 1868 general election. Good candidates may well see in the phrasing of the question an opportunity to concentrate on Conservative weaknesses rather than Liberal strengths, though effective use of knowledge should make reference (if not necessarily equal reference) to both. Candidates should have knowledge of the dominance of the Liberals in most of the manufacturing constituencies and of the fact that the number of such constituencies had been increased in 1867. They can make use of information relating to Liberal predominance since 1846, with no majority Conservative government since Peel's. In that sense, the outcome of 1868 merely confirmed the normal anti-Conservative trend. Candidates might note that the later 1860s were generally been prosperous for trade and industry, making it more likely that the bourgeois vote would stay loyal to the Liberals. On the Conservative defeat, candidates can make use of the limited implementation of the 1867 Reform Act by the time of the general election, although they might wish to note that the Conservatives, though heavily defeated, did well in two urban areas: Lancashire and London.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on the reasons for a decisive Liberal victory in 1868. In addition to the factors referred to under AO1, candidates might wish to note the strengths, and track-record, of Gladstone within the Liberal party since 1859 and also the continued growth of religious nonconformity. Nonconformists were overwhelmingly Liberal in their political allegiance. Candidates might also argue that Disraeli, though quick-witted and a brilliant debater, was not a 'natural' Tory. Anti-semitism undoubtedly played a part in the extensive personal hostility to Disraeli and the sense that the Conservatives were not united on a common platform. Good candidates will concentrate on the 'decisiveness' of the Liberal victory. The Conservatives did very poorly outside England and performed weakly in most urban areas. It can also be argued that Disraeli over-estimated the gratitude of the newly enfranchised – if they had managed to get themselves onto the electoral roll by the end of 1868. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, some may wish to draw on recent reinterpretations of the nature of support for both Liberal and the Conservative parties in the 1860s, particularly perhaps that by Angus Hawkins and Jonathan Parry.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 30	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	13

**23 'More successful abroad than at home.' Discuss this view of Disraeli's premiership in the years 1874–80.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the Disraeli government of 1874–80. Candidates should know about key aspects of both domestic and foreign policy. In domestic policy, this is likely to include legislation concerning factories and trade union rights, particularly perhaps the Conspiracy and Protection of Property Act. They should also know about the Artisans Dwellings Act and the Public Health Act. The second half of Disraeli's ministry was dominated by economic depression and candidates should know which social groups this particularly affected and also about the political impact of the depression. Foreign policy knowledge is likely to be heavily concentrated in south-east Europe and to turn on Disraeli's handling of the Eastern Question in 1877–8. Candidates should know that the eventually successful outcome nevertheless involved political turbulence since both the Foreign Secretary (Derby) and the Colonial Secretary (Carnarvon) resigned rather than support what both considered a misplaced and overly risky policy. Candidates should also know about the significance of the purchase of the Suez Canal shares (1876) and the centrality of the Empire (and especially India) to Disraeli's conception of an appropriate British foreign policy.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about the relative success of Disraeli's domestic and foreign policy. Most candidates are likely to argue that foreign policy, in which the prime minister was anyway most interested and involved, showed the bigger successes. The Treaty of Berlin brought a settlement which checked Russian advances and also brought the strategically useful island of Cyprus. Disraeli also seemed to have gained considerable political benefit from an active foreign policy which faced down Russia and included the threat of going to war to safeguard British interests in the Mediterranean and South-East Europe. Jingoism was politically popular. There is, however, another (and subtler) view which can be taken. Perhaps domestic policy can be seen, in hindsight, as the more fruitful. Despite Disraeli's refusal to consider reintroduction of protection for landowners and the political costs of the depression which were computed in the 1880 election, Disraeli's general understanding of the political value of concessions to the working man, and his willingness to delegate detailed legislation (in which he had little personal interest anyway) to able lieutenants like Cross, Northcote and Sclater-Booth did bring short-term benefits. It was also the case that, by 1880, the Conservatives could not be written off as a party of toffs with no interest in 'the condition of the people question'. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over the objectives of British foreign policy and the extent to which Disraeli's successes in this area were real rather highly trumpeted but illusory.

AO3 [Not applicable to Outlines]

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<b>Page 31</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**24 To what extent were Gladstone's Irish policies in the years 1880–94 influenced by English political considerations?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of Gladstone's Irish policies, from the formation of his second ministry to his retirement as prime minister. Candidates will know that Ireland dominated Gladstone's political agenda. They should know about his attempts to solve the Land Question, and particularly the Land Act of 1881, and his determination to secure 'tenants' rights'. They should also have detailed knowledge of Gladstone's conversion to Home Rule and of the objectives of the Home Rule Bills of 1886 and 1893. Candidates should be aware that neither Bill proposed giving independence, rather substantial internal autonomy. Nevertheless, what many saw as Gladstone's obsession with Home Rule had substantial political consequences, in particular a split in the Liberal party which was never satisfactorily healed. Candidates' knowledge should extend to conditions in Ireland, including violence, civil disobedience and threats of civil war, as a necessary background to understanding Gladstone's Irish policy.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the reasons for Gladstone's Irish policies. Many candidates will argue that Gladstone's objective was to solve what had for at least half a century seemed an intractable problem and one which, furthermore, increasingly dominated political life at Westminster. However, Gladstone's motives were complex. Some may argue that his Irish policies were, at least in part, driven by his desire to offer 'moral leadership' to a party which, without it (or so he seems to have felt) would be rudderless and prone to fall about. There is an irony in this interpretation, given that Home Rule brought about a profound Liberal split, but it is explicable in terms of Gladstone's (perhaps highly idiosyncratic) perception of what party leadership was all about. Candidates might also argue that Gladstone's policy was motivated by a desire to settle the Irish question so that other big questions of governance – effective administration in a now predominantly urban society – could be given the priority he believed they deserved. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over Gladstone's motivation and recent interpretations which although – as ever – diverse, take a rather less generous view of his prime ministership and a more censorious one of what some historians see as almost unhinged obsessions.

AO3 [Not applicable to Outlines]

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<b>Page 32</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**25 How important was the expansion of trade unionism to the development of the Labour party in the years 1900–14?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the development of the Labour party in these years. The emphasis should be on the trade union movement both in the growth of numbers and the change in nature as more 'mass' unions, anxious to recruit semi-skilled and unskilled members, developed. A movement with some 0.75m members had grown to about 2m by 1910 and almost 4.5m by the outbreak of the First World War. These growing numbers translated into higher income levels for the infant Labour party, particularly after Liberal legislation bypassed between 1906 and 1914 had confirmed union status in terms of the levy of political subscriptions and also the right to secure funds against claims from employers for losses incurred during industrial disputes. Candidates should know about the growth of unionism in the heavy industries, and particularly perhaps transport and associated engineering trades, though the number of women trade unionists (especially in textiles) grew substantially in this period also. On the development of the Labour party, candidates should have knowledge of the emergence of the Independent Labour Party (1893) under Keir Hardie and with considerable middle-class support, the emergence of the Labour Representation Committee (1900) and its change of name to the Labour party (1906). They should also be aware of the significance of the Gladstone-MacDonald pact for gaining Labour a toe-hold in the Commons at the 1906 general election and Labour's increasingly important role from 1910 to 1914 when the Liberals did not have an overall majority.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the relative importance of one factor (the expansion of trade unionism) over others in the development of the Labour party. Most candidates are likely to argue its importance, particularly in view of the financial benefits which union subscriptions increasingly gave to Labour (the miners' desertion of the Liberal party in 1909 may be seen as particularly significant) and also in terms of providing a number of genuinely working class men both on the floor of the House of Commons and also – perhaps more importantly – as party organisers in the constituencies. Candidates should also be aware, however, of the contribution of intellectual socialism to the development of the party, and particularly to its increasingly collectivist and socialist agenda. Some candidates might, however, want to argue that intellectual tensions between trade unionists (many of whom were sceptical of socialist theory) and socialists were of considerable significance in the early years of the party. Despite straying outside the question's chronology, one or two might suggest that the adoption of Clause 4 in 1918 indicated that socialism had won out over unionism in the battle for Labour's soul. Against this, socialist trade union leaders were hardly an endangered species and the industrial conflicts of 1911–12 radicalised many anyway. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over Labour's development with particular reference to the argument that the most important progress made by the party in these years were made locally and via trade unions rather than at Westminster, where its influence before 1914 is easily exaggerated, especially perhaps in comparison with that of Irish nationalism.

AO3 [Not applicable to Outlines]



<b>Page 33</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

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Page 34	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	13

**26 Assess the strengths and weaknesses of Sir Edward Grey as foreign secretary in the years 1905–14.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of British foreign policy under Sir Edward Grey in the years leading up to the outbreak of the First World War. Candidates should know that Grey became foreign secretary at the end of 1905 when it was possible to discern in German foreign policy not just a desire to compete with Britain but a more unequivocally aggressive stance. Candidates should know that Grey, from a 'Liberal Imperialist' background, had been more suspicious of Germany for longer than most of his Liberal colleagues. The key elements in British foreign policy under Grey were: the Algeciras crisis (1906), which the Anglo-French *Entente* survived and which was resolved to Grey's satisfaction, virtually isolating Germany (although presaging a central European alliance system); the Triple *Entente* (1907) which settled Anglo-Russian differences in Asia, though controversially to many imperialists; Anglo-German naval rivalry; the Agadir Crisis (1911) and Britain's apparent willingness to support France when it sent troops to Morocco; the Balkan crises of 1912–13 and the outbreak of war six weeks after the Sarajevo assassination.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the effectiveness of Grey as foreign secretary. Most candidates will give particular emphasis to the last years of this period, seeking to make a judgement on how much blame (or responsibility) should attach to Grey for Britain's entering the war in August 1914. However, good candidates will see the need to cover the whole period, perhaps debating the extent to which Grey's commitment to the *Ententes* made it more likely that Britain would support allies in any European conflict even though (as, arguably, in 1914) the country's interests were not directly threatened. Some candidates will argue that Grey's belief in alliance systems proved to be a weakness. Others might suggest that Grey was too anti-German too early in the process and that his suspicions about Germany's ultimate goals hardened British resistance and made conflict more likely. Others may argue that one of Grey's strengths was his ability as a discreet and informed negotiator, able to keep complex issues in play while always retaining a clear sense of where Britain's non-negotiable interests lay. In 1914, some will argue that Britain's declaration of war represented a logical development in policy by a foreign secretary who had rarely tried very hard to meet Germany half way and that this proved to be a disastrous weakness in his policy making. Others may suggest that Grey's strengths or weaknesses had little to do with the coming of a world war. The great powers failed to realise to what extent their diplomacy and their practical defensive preparations paradoxically made war more likely anyway. Alternatively, some could argue that Germany's aggressive intentions would lead to war sooner or later and that there was nothing that Grey – or, indeed, the British government as a whole – could have done about it. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over the extent to which 1914 was 'Germany's war' and whether, after July, Britain, still less Grey himself – was powerless to prevent the 'lights going out all over Europe'.

AO3 [Not applicable to Outlines]

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Page 35	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	13

### Section 6: Themes, c.1815–1914

#### 27 How important was manufacturing industry to the development of the British economy in the first half of the nineteenth century?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the British industrial revolution and, in particular, the growth of its manufacturing industry. Candidates should have knowledge and understanding of the key developments in manufacturing, particularly the textile trade – and especially, perhaps, the cotton industry in Lancashire and in the Clyde valley. By 1850, also, it is valid to discuss the contribution made by mining and by the iron industry. An increasing amount of manufacture was infra-structural, especially in the building of bridges and engines. Manufacturing industry was given a substantial boost by the railway boom of the 1830s and, especially, the 1840s. On the other side of the equation, in 1850 considerably more people earned a living in the countryside. Some candidates will also make much of the importance of trade and the growing strength of London as the key financial capital. Candidates should, therefore, know about the role of non-manufacturing sectors within a general booming economy. The early stages of the industrial revolution were not all about manufactures. Many good candidates will select material which looks at the British economy 'in the round'.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about the relative importance of manufacturing industry to the British economy by 1850. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Many candidates will select information about the growth of textiles and, a little later, the development of heavy manufacturing industry. They can also turn the development of overseas trade to account, since British trade was dominated by the export of manufacturers (until the 1840s dominated by cheap, mass-produced, clothing) and the import of raw materials either for food and drink or the raw materials from which the garments and other textile goods were manufactured. It is, however, possible to argue that the story of manufacturing has distorted our understanding of the workings of the British economy by 1850. Those who take this line are likely to select material which indicates how important increasingly capitalised agriculture on large, productive farms had become. In 1850, Britain had just begun its period of what later became known as 'High Farming'. They might also note that most factories were relatively small so that, although manufacturing was important, the whole of the economy, even in manufactures, was not in thrall to monster manufactures. Perhaps the strongest card which could be played by those who see manufacturing industry as less than overwhelmingly dominant is that of finance capital. Britain's economy was booming in significant part because of the expansion of finance capital and the internationalisation of the banking system. The finance houses of the City of London, it can be plausibly argued, were at least as important as the factories of Bury or Halifax. Also, economic problems were likely to derive either from excessive financial speculation or from shortage of capital. Although this fed through to manufacturing industry soon enough (and with devastating effects in the late 1830s and early 1840s), some candidates could argue that finance capital had already established itself in the front line of British economic performance. It is also relevant to mention the increasingly important contribution of its empire – both formal and informal – to Britain's overall economic performance. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, some may wish to draw on recent work concerning trade, trade cycles and the importance of banking, investment and credit. They may also use research which suggests that the large textile factories were less dominant features of British industry than was once thought.

<b>Page 36</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

AO3 [Not applicable to Outlines]

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<b>Page 37</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**28 Estimate the importance of Catholic Emancipation for the development of Irish nationalism in the years c.1800–70.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the link between Catholicism and Irish nationalism. Candidates should know that Ireland's population was eighty per cent Catholic but that Catholics laboured under considerable political and other disadvantages compared with Protestants. They should also know that the most important facet of the attack on the Union in the first half of the nineteenth century was the attack on what was seen by nationalists as discrimination against Roman Catholics. Candidates should know about Daniel O'Connell and his campaign for Catholic Emancipation. They should know about the terms on which 'emancipation' was granted and also why Emancipation was insufficient to accommodate most Catholics to the Union. Candidates should also know about O'Connell's campaigns after 1829 and also the growing movement for the dissolution of the Union and full independence for Ireland.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the relative importance of Catholic Emancipation in the development of Irish Nationalism. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Most candidates are likely to argue that it was very important and that the links between emancipation and nationalism were close. Some might argue that the Emancipation movement was too 'respectable' and that Ireland's 'liberation' would need a full-scale revolution. Some might also argue that, in terms of relative importance, the Famine exceeds Emancipation since it could be characterised as a national catastrophe which would never (could never?) have occurred in Britain. For some candidates, the Famine sharpens nationalism and points the way towards revolutionary activity. For many nationalists, effective action needed to be accompanied by violence. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over the origins of Irish nationalism in the nineteenth century, what role Emancipation played in it and how far predominant perceptions held by Irish historians differ from those held by those working in Britain.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 38	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	13

**29 'Education for the poor in nineteenth-century Britain was more about teaching pupils to know their place than it was to create new opportunities for them.' Discuss.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the education of the lower orders. Candidates should have outline knowledge of key educational developments. They are likely to cover: the Sunday School movement; debates over government grants for education and their increasing cost; the work of the Committee of the Privy Council on Education, teacher training for able working-class children, elementary education from 1870, including the Acts of 1870, 1876, 1881 and 1891 which expanded educational opportunity and which eventually made education first compulsory and then free. Candidates might also know something of the work of leading educational administrators such as Kay-Shuttleworth and of politicians taking different views of the purposes of elementary education such as Robert Lowe and W.E.Forster. Some candidates may also know about the development of opportunities which, by the last years of the nineteenth century, were taking pupils beyond elementary education. These developments included the emergence of Higher Grade Schools, especially in London and some of the larger provincial cities.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about a contentious proposition concerning elementary education. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Some candidates may argue that the provision of 'popular' education was strongly influenced by concerns about the 'ungovernability' of a rapidly rising, and increasingly urban, population. It was therefore necessary to inculcate 'civilised' values of basic literacy and numeracy, hard work, obedience and self-discipline, not least to make the streets safer and less debauched. This argument is grounded in 'social control' and those who use it are likely to draw on the views taken by Robert Lowe and those who wanted popular education to be cheap, efficient and limited in its outcome. Others will argue that many educational initiatives were actuated more by humanitarian considerations and may note the influence of the Sunday School movement and also of private charity in the formation of day schools. They are also likely to argue that what began as a restrictive, rote-learning environment nevertheless gave unprecedented opportunities for many children of poor parents to improve themselves and their employment opportunities by progressing beyond 'elementary education'. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware that the cruder elements of the 'social control' argument about educational provision have come in for heavy criticism in recent years.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 39</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**30 Explain how, and why, the reading habits of educated society changed over the course of the nineteenth century.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the changing reading habits of the literate classes during the nineteenth century. Candidates should have knowledge about the growing importance of novels during the nineteenth century, their popularity in many cases, as with Dickens, enhanced by their appearance in serial form. Newspapers also increased in size and scope, with more opportunities, as travel and technology permitted, to read reports from correspondents 'in the field'. By the end of the century, avowedly popular, if not populist, newspapers were appearing with greater emphasis on 'human interest' stories and domestic issues. Candidates should also know about the significance of public libraries and their growth during the nineteenth century. The scope of education also broadened with somewhat greater emphasis on science and economics and, especially among urban elites and nonconformists, somewhat less on the classics.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on how and why reading habits changed over the period. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Many candidates will know about the impact of the romantic movement from the early nineteenth century and its impact on reading matter, particularly in respect of poetry and novels 'of feeling'. They will be aware of a considerable shift of emphasis between Keats and Browning, Jane Austen and Emily Bronte. Newspaper reading expanded substantially over the course of the nineteenth century, partly because of improvements in technology and partly because of the larger number of folk who were literate enough to cope with long and involved news reports and 'opinion' pieces. Candidates might note how popular newspapers were filling a gap by the end of the nineteenth century with their emphasis on the immediate, on 'human interest' and on crime reporting. On 'how', investment in public libraries enhanced the availability of a wide range of reading material, both factual and fiction. Public libraries became an important arm of a burgeoning urban and civic culture. Also, the expansion of education increased the amount of more specialist literature. In the second half of the century, there was a publishing boom for textbooks and primers as school (and later) public examinations gained traction as an indicator of 'good education'. Some candidates may wish to note that, during a period of substantial change, The Bible remained the largest seller. The growth of nonconformity, with its greater emphasis on absorbing 'the word of God' and its lesser interest in ritual, helped to consolidate the numerical primacy of religious literature. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over the extent to which the availability of a wider range of literature actually altered reading habits.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 40</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**31 How successfully did Britain meet the economic challenges presented by foreign competition in the years 1880–1914?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the performance of the British economy in the years 1880–1914. Candidates should know that this was a period of considerable national introspection as other nations caught up with, and in some areas exceeded, Britain's output. The main competitors were the United States and Germany. Challenges were produced not only by foreign competition but also by economic slumps as demand slackened. Candidates may know about declines in economic growth rates in the 1880s and 1890s, compared with those in the first half of the century. It is also the case that the United States and Germany were eating into Britain's export markets. Britain's exports, moreover, were to a much greater extent than previously of non-renewable resources, such as coal. British investment was also increasingly being made to support foreign and colonial enterprises. Candidates are also likely to know about the so-called 'Great Depression' in agriculture, when Britain's arable sector faced very severe competition from the United States. The consequence was declining rental values and attempts to sell land, often at rock-bottom prices.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about the success of Britain's economic policy in the late nineteenth and early twentieth centuries. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Using some of the material in AO1 above, it is easy to fashion an argument which holds that Britain was not successful in meeting new challenges, especially from foreign competition. It is also the case that Britain remained a free-trade nation when many competitors were protecting their own products. Almost certainly, this harmed Britain in the medium term. However, there is another side to the picture. It could equally be argued that – given its early start as an industrial nation and its relatively limited range of resources compared with larger countries – Britain met the challenge reasonably well. London remained the financial capital of the world and a symbol of national prosperity, even if it brokered an ever larger proportion of foreign deals. The service sector of Britain's economy expanded rapidly, in part compensating for problems encountered in many manufacturing industries. The so-called, 'agricultural depression' is easily exaggerated. Most of these years were prosperous for pasture farmers as rising living standards for the bulk of the population enabled more people to eat meat on a regular basis. Additionally, investment in British transport was still reaping substantial benefits. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates concerning whether Britain 'failed' in these years. The general, though by no means universal, conclusion from a lively debate is that the overall picture is less pessimistic than many earlier economic historians, and probably most contemporaries, had thought.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.



<b>Page 41</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**32 To what extent did middle-class women experience enhanced economic and social opportunities in Britain in the years 1880–1914?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is opportunities for educated women. Candidates should know about the expansion of educational opportunities, with increasing (though in many cases still grudging) acceptance of women into the professions. Similarly, women were admitted to the Universities of Oxford and Cambridge, with separate colleges founded in the 1870s, 1880s and 1890s. They could take the Universities' examinations but were not granted formal membership until later. Women had considerably increased opportunities in public life. They could be members of the new School Boards from 1870 and Poor Law Guardians from 1875. They could also be elected to Parish and District Councils in 1894. In personal terms, also, the status of middle-class women was improved when the Married Women's Property Act (1870) enabled them to retain their own income from employment. They could also keep their own property separate from that of their husbands from 1882. For many women, however, enhanced opportunities took second place to a continued life of domestic duty and management and involvement in a wide range of charitable activities. There was thus considerable continuity amid the legislative change. Good candidates should see that the use of the phrase 'economic and social opportunities' should restrain excessive comment on the suffrage movement, although some will see that, in terms of enhancing self-esteem and social networks both suffrage work and involvement in the organisation of, and support for, established political parties has a significant social dimension.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about the extent to which greater opportunities opened up for middle-class women and the end of the nineteenth and the beginning of the twentieth centuries. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Many candidates will concentrate on the legal changes which enhanced opportunities for women (see AO1 above). This is acceptable, although some good candidates will wish to argue that legislation directly affected only a small minority of women. Although opportunities in the professional sphere expanded, women still had far fewer than had men. In many instances also, professional advancement was at the expense of what was considered in late Victorian Britain to be a 'normal' family life. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of recent debates over the role and status of women, with more attention now being paid to 'the lived experience' and rather less to statutory milestones such as the Married Women's Property Act.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 42</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

### Section 7: 1914–1951

#### 33 How close to defeat did Britain come during the First World War?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge and understanding of this period of almost four years and appreciate that the precise focus is on the progress of the war, with special reference to Britain's position during that time. Candidates are likely to have knowledge of the key phases of the war from the role of the BEF in 1914 through the attritional war on the western front to the last phase, beginning with US intervention in 1917 and on to the reversals of fortune before final victory was achieved in November 1918. It is likely that good candidates will select knowledge of periods when Britain and its allies appeared to be on the defensive. The scope of the question is not restricted to the western front and some candidates might examine the loss of morale occasioned by Britain's inability to demonstrate effortless superiority at sea. Some candidates will give prominence to the disastrous Dardanelles campaign and/or to the German offensive in the spring of 1918. It is also legitimate to select instances from 1915, 1916 and 1917 when Britain sustained particularly heavy losses.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on an evaluation of how near Britain came to defeat during the First World War. Candidates may argue that, since Britain never experienced a decisive defeat in battle, the likelihood of overall defeat was not great. Others may point to the initial success of the German spring offensive and argue that Britain was close to defeat then and with very little back-up support at the end of a debilitating struggle. Against that, the arrival of fresh US troops in 1917 might be seen to have tilted the overall balance against Germany. Those who use the Dardanelles campaign as an instance of a significant defeat may argue about the importance of that campaign. Perhaps Britain could afford to take a risk there, knowing that the main theatre of war was hundreds of miles away. Some candidates may concentrate on the respective economic and manpower strengths of Britain, Germany and their respective allies. Those who argue that Britain was never in danger of overall defeat might suggest that a decisive factor – much in the minds of the German High Command – was that Germany was faced with war on both its eastern and western frontiers, thus experiencing greater strains, at least until 1917. Good candidates might argue that Britain had the more reliable allies. France was fighting on its own soil while the later involvement of the United States might be seen as decisive in a conflict which, by the end, depended more on resources than it did on military prowess. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, some may wish to draw on recent interpretations of the First World War, many of which have tended to concentrate on logistics and the strength of domestic support than on the heavily worked battle-grounds of the Western Front.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 43</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**34 'Asquith was more to blame than Lloyd George for the collapse of the Liberal party in the period 1916–29.' Discuss.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the fortunes of the Liberal party in the selected period. Candidates should know about the roles of both party leaders, beginning with Lloyd George's take-over from Asquith. They should know about the split in the party which this caused and about Lloyd George's 'defection' to head a coalition government in 1918. Asquith (62 seats won) and Lloyd George (53 seats won) Liberals fought as separate parties in 1922. Though the groups reunited, under Asquith's leadership, to fight the 1923 election, their total of 158 votes left them more than 30 behind Labour which was established as the official opposition. The 1924 election saw the main parties polarise with Labour winning twice as many votes and four times as many seats as the Liberals. Lloyd George resumed the leadership when Asquith retired in 1926. In the 1929 general election, a better funded Liberal party won 5m votes, but only 59 seats, when both Labour and Conservatives won around 8m and more than 250 seats each. Candidates should know something of the ideological and personality differences between Asquith and Lloyd George and also of the circumstances which prolonged the split between the two men.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the relative responsibility of the two party leaders for the collapse of the Liberal party. Some candidates might argue that Lloyd George should bear the greater responsibility. In effect, he organised the coup which overthrew Asquith in December 1916 and also formed a coalition government with the Conservatives in 1918. Additionally, he was widely suspected to be more than a devious operator and was not trusted either by the Liberals or his opponents. Moreover, the circumstances of his overthrow by the Conservatives left the Liberals in a weak position to fight the next general election. Asquith had been Liberal leader since 1908 and party loyalists in general felt that his record deserved continued support. However, the failure to obtain a decisive advantage over the Germans during the First World War, and disasters such as Gallipoli and the Somme, weakened his position. Having lost office, Asquith's determination to fight to retain the Liberal leadership is seen by many as weakening the party since Asquith was 'damaged political goods'. Some also argue that Asquith's post-war leadership of the Liberals from 1918 to 1926 was weak, since he failed to outflank the Labour party or prevent it from emerging as the official opposition. It is legitimate to make observations which relate more generally to the difficulties experienced by the Liberals in this period, though the phrasing of the question requires emphasis on the two leaders. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of recent reappraisals of Lloyd George, from some of which he emerges in a more favourable light with less emphasis on his duplicity.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 44</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**35 Why was the impact of the inter-war economic depression so much more severe in the north of Britain than in the south?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the inter-war depression. They should be aware that levels of unemployment (the key element of the economic depression) remained high throughout the period, but that the depth of the depression was greater in the north of England (together with South Wales and the central valley of Scotland). Candidates should know about the decline of the manufacturing and minerals industries, especially textiles, shipbuilding and coal mining. The market for large ships after 1918 was much more limited than before, while the textile industry was facing competition from other nations, including some of Britain's colonies. Another aspect of depression was reduced prices both for raw materials and for manufactures. Here, too, prices tended to run lower in the north than in the south. Candidates should also know about developments in the south of England. While it is true that agricultural prices remained low and profits scanty, there was much profitable economic development, particularly in motor-car manufactures, the development of the service industries and the new electronics industry. The south of England was 'depressed' for a shorter period of time, had far less long-term unemployment and recovered more quickly in the 1930s.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the differential impact of the inter-war depression in Britain. Candidates may explain the differences in terms of 'old' and 'new' industries, with far more of the latter located in the south of England, both in London and in midlands towns, especially Coventry and Birmingham. One reason for the differential was the presence of London as a financial capital raising money for new industries. Another was the ease of transportation from the south of England to London. Depression was particularly severe and sustained in the north of England because it was the location for so many of the industries which were under pressure. There was insufficient inward investment to sustain economic recovery in these areas. By contrast, the 1930s saw the re-assertion of southern economic dominance which had been challenged during the classical period of the Industrial Revolution. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over the nature of Britain's depression, which give special prominence to the emergence of new service industries, especially in the south and east of England, and to the adaptability of the financial services.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 45</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

### 36 How important was the Home Front to Britain's eventual victory in the Second World War?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the fortunes of the war, with special reference to the Home Front. Candidates should have knowledge of a range of factors relating to the Home Front, including: protection against air raids, Air Raid Precaution wardens, Anderson shelters etc.; the training and work of the Local Defence Volunteers ('Home Guard') with responsibility for defending 5,000 miles of coastline; women's war work in munitions, in welding ships, in transport etc.; government propaganda, 'news-management' and the associated role of the newspapers; evacuation of children and also mothers of children under five – approx. 1.5m people were evacuated from cities considered most likely to be hit by enemy bombing; rationing. Given the phrasing of the question it is relevant to include some reference to other factors (US intervention; 'the Few'; D-Day Landings; importance of the alliance with the USSR) in order to achieve a reasonable balance on relative importance. However, less detailed knowledge is required on other factors.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about the relative importance of the Home Front in Britain's eventual victory. Clearly, there is much material about the Home Front to choose from (see AO1 above). Candidates can argue that it was important or relatively unimportant but they must reach conclusions based on evidence. Some good candidates might argue that the Home Front, especially the defence preparations, were crucial in the resistance to Germany's air assault in 1940. Perhaps, they might argue, the most important role of the Home Front was in keeping Britain in the war before the United States entered the conflict in December 1941. Others might argue that the Home Front, effective though government propaganda and a generally compliant press might have been, could have done nothing more than delay eventual German victory without Germany's decision to attack Russia and the Japanese decision to attack Pearl Harbor. Here other factors can be given due prominence. Some candidates might be sceptical about certain aspects of the Home Front. Were ageing soldiers up to the job of defending these shores or was their role merely supportive? Also, could Britain actually 'take it'? How effectively did propaganda cover up numerous examples of petty theft from bombed properties and defections of the well-to-do to the much safer United States in 1939–40? Also, bombing causes very heavy civilian casualties. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over the extent of Britain's resilience on the Home Front and the increasing inclination to stress US and USSR activity in wearing Germany down.

AO3: [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 46</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**37 Does the Labour government of 1945–50 deserve its reputation as ‘a great reforming administration’?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the work of the Labour government. Candidates are likely to concentrate particularly on the creation of the Welfare State, more or less according to Beveridge’s blueprint of 1942. Candidates should know about Family Allowances (1945), National Insurance – comprehensive and compulsory (1946); National Health Service Act (1946, and implemented from 1948) – medical treatment to be free ‘at point of need’; National Assistance Act (1948) replacing the dole; increased educational opportunity by implementation of wartime Butler Education Act. Candidates should also know about Nationalisation of much of Britain’s productive capacity – Bank of England (1945); Coal (1946); Public Transport (1947); Gas (1948) and Iron and Steel (1949). The aim was to rescue industries which were mostly loss-making and thus accelerate post-war recovery. It is legitimate for candidates to concentrate exclusively on domestic matters. If foreign and imperial policy is included, it is likely to cover: independence of India; the alliance with the United States (beginnings of a ‘special’ relationship) and Britain’s role in the post-war occupation of West Germany.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about the post-war Labour government as a ‘great reforming administration’. Most candidates are likely to argue that it was, not least because Attlee’s stock has risen so high among post-war political commentators. The legislative record (see AO1) is undoubtedly extensive and most will argue that the ‘cradle-to-grave’ principle outlined by Beveridge was unprecedentedly radical in social policy terms. Also, the National Health Service rapidly achieved iconic – even ‘untouchable’ status. There is another way of looking at this question, though, which some able candidates might attempt. Arguably, Labour was doing little more than implementing a social-policy agenda which a Liberal had sketched out and for which there was widespread cross-party support in 1945. Nationalisation, for which there was less consensus, was by no means an unequivocal success, although it helped to keep unemployment rates down. Also, to many who lived through them, the experience of the years 1945–50 was one of dreariness, privation and lack of choice. For these people, the period was an ‘age of austerity’. Some candidates might also validly ask why, if this was a great reforming government with a strong social agenda, a grateful nation did not at least sustain its large 1945 majority – whereas it was slashed in 1950 and lost in 1951. It is possible to argue that 1945–50 takes on a more roseate hue the more temporal distance is put between it and a society enjoying unprecedentedly rapid rises in living standards from the late 1950s onwards. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over the effectiveness and popularity of the welfare reforms and also whether such widespread nationalisation proved to be a mistake.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 47	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	13

### Section 8: 1951–2005

- 38 'Britain's influence in world affairs declined in the period 1945–70 because its foreign policy was conducted, against all the evidence, on the assumption that Britain remained a world power.' Assess the validity of this judgement.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The chronological focus here is on the period from the end of the Second World War down to the end of the 1960s. The specific focus is on knowledge relating to Britain's changing role in the world. Candidates are likely to have knowledge of factors such as: Britain's major role in the United Nations (permanent seat on the Security Council); its determination to maintain an independent nuclear deterrent; its aversion to involvement in preparations to secure a European Economic Community; the 'special relationship' with the United States and how both nations envisaged it; Britain and the Middle East, with special reference to Suez and, perhaps, support for Israel.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on a historical judgement related to the extent of British power and influence over world affairs during the quarter century after the end of the Second World War. Good candidates might argue that Britain's influence over – or at least its reputation in – world affairs remained significant in the dispositions immediately after the Second World War, when Britain saw itself as the most powerful state in western Europe and having won against all the odds after 'standing alone' in 1940. It is possible to argue that Britain looked stronger when it was following similar foreign-policy objectives to those of the USA. In 1956, when Eden took an aggressive line against Nasser's Egypt in the Suez Crisis, the lack of US support proved decisive in a reverse which several commentators identified as marking the end of Britain as a significant world power. There were tensions with the US over Europe, also when many in high positions in the USA urged Britain to strengthen commercial and other links with Europe, especially while the Cold War raged. Some candidates may use the phrase 'against all the evidence' to challenge the premise of the question. They may select evidence designed to show when, and how, other western European nations looked to Britain for support and leadership, especially immediately after the Second World War. Alternatively, they may consider US respect for Britain's influence as genuine, especially before Dean Ascherson's famous put-down of 1962. It is open to candidates also to challenge the assumption that British influence *did* decline over this period, although they may find the evidence limited. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. Here, for example, candidates might know about recent reappraisals of Britain's relations with Europe and of the nature of the 'special relationship' with the United States.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 48</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**39 To what extent did Conservative and Labour governments follow broadly similar domestic policies in the years 1951–70?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of party politics in the 1950s and 1960s. Candidates should know that this period saw, first the Conservatives (1951–64) and then Labour (1964–70) in office for reasonably long periods. Candidates may include reference to the legacy of the Labour government as the starting point to argue that both parties were committed to the welfare agenda and also to seeing unemployment as the main scourge to be tackled. Both parties accepted a broadly Keynesian agenda on unemployment and taxation. Candidates should know about ‘Butskellism’ – a term conflated from Butler and Gaitskell, senior politicians from the two main parties, who epitomised the broad consensus that Britain needed both to rebuild and that its governments should commit themselves to policies of intervention in economic management aiming to secure low levels of unemployment, higher prosperity and effective ‘demand management’. To achieve this, both parties accepted what were historically high levels of direct taxation (almost ten shillings in the pound) in peacetime. The Conservatives in the 1950s committed themselves to a policy of reconstruction with an emphasis on housing legislation and were claiming by the end of the 1950s that British citizens were enjoying unprecedented levels of prosperity. Under Harold Wilson, Labour emphasised the need to modernise – ‘white heat of the technological revolution’ – and introduced policies focusing more on economic management and attempts to sustain the expansion of industry. Under both parties, however, the service sector of the economy grew substantially.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the extent of similarity between Conservative and Labour parties during this period. Most candidates are likely to argue that policies designed to conquer unemployment and to produce sustainable levels of prosperity (in contrast to the depression after the First World War) were the foundation stones of both parties’ domestic policy. Good candidates should also be aware of substantial differences both in detail and in image. The Conservatives denationalised steel as soon as they returned to office and had much stronger links with the City and business interests than had Labour, the bulk of whose income with which to organise as a party and to fight elections came from the trade unions. Some will see in this divide a fundamental difference between the parties. Labour also presented itself as the modernising party but the distinctions it drew related more to image (e.g. ‘Grouse-moor’ Tories, epitomised by Home’s Prime Ministership, 1963–4) than to substance. The Conservatives often characterised Labour as backward-looking, dependent on outmoded class analyses of the divisions in society and, increasingly, controlled by the trade unions. There is enough in this approach to suggest that ‘Butskellism’ painted too consensual a picture of domestic politics. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over the nature of two-party politics in this period and may also know about recent reappraisals of Macmillan and Wilson as prime ministers.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.



<b>Page 49</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**40 'In the 1960s and 1970s, Britain managed the process of decolonisation both skilfully and successfully.' Discuss.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the process of decolonisation. They should also restrict themselves to the selected chronology. Thus, independence for India should not be presented as anything more than a backdrop to decolonisation, particularly in Africa and the West Indies. Candidates may know of Macmillan's 'Wind of Change' speech (1960) and the change in attitude towards African colonies which that helped to engender. They should know that the main decade for decolonisation was the 1960s, when most of Britain's African colonies received their independence. Candidates are likely to refer to specific examples (for example Nigeria (1960), Tanganyika (1961) and Kenya (1963)) to illustrate the development. Colonies in the West Indies also gained independence (e.g. Barbados in 1966) in the 1960s and 1970s. The decolonisation issue which lingered longest concerned Southern Rhodesia, where the white-supremacist policies of Ian Smith led, not to an agreed process of independence, but to a 'unilateral declaration' in 1965, leading to almost fifteen years of negotiation and conflict until the Lancaster House Agreement of 1979 which led to Mugabe's assumption of power under majority rule. The 1970s saw the completion of the process, with the granting of independence to a number of smaller territories in the Pacific (e.g. Fiji in 1970).

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on how skilful and successful Britain was in managing the process of transition to independence for the majority of its colonies. There is plenty to argue on both sides. On the positive side, the process was not protracted and models for decolonisation which had been used in some of the colonies which gained independence earliest in the 1960s were transferred on to other territories later in the decade. Also, and particularly in comparison with some other European colonising nations, the process in the 1960s proceeded with relatively little violence. Erstwhile colonies, for the most part, willingly took up the option of joining the 'British Commonwealth of Nations', which proved to be a useful international forum, mostly functioning harmoniously – even over contentious areas such as white supremacy in southern Africa. The Singapore Declaration (1971) committed member nations to world peace and the development of international democracy. On the more negative side, candidates may argue that decolonisation in the 1960s followed a long period of brutality shown by colonial administrators to 'freedom fighters' and that, as a result, the transition to black majority rule was far less smooth than the speed with which it was achieved might suggest. In some cases, independence was followed by an awkward, tension-laden period of transition. In any case, the history of Southern Rhodesia's troubled and contentious route to majority rule, which spans the later 1960s and the whole of the 1970s, may suggest that Britain was not on top of the process. Sanctions and other forms of pressure to dislodge what the BBC archly called 'the illegal Smith regime' took a long time to bear fruit. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over the politics of decolonisation and may ask whether British commentators have painted an overly sympathetic picture of the process.

AO3 [Not applicable to Outlines]

<b>Page 50</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 51	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	13

**41 Why were Britain's relations with its partners in the European Economic Community (EU) frequently so difficult in the years 1973–90?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the early years of Britain's membership of the 'Common Market'. Candidates should know about the problems of adjustment in the 1970s, including a referendum (1975) to decide whether Britain should stay in an organisation it had joined only two years earlier. Issues of harmonising different systems and British perceptions that the main direction of organisation was already firmly in the control of France and West Germany both played a part. The different priorities of France – a nation which used EEC funds to help subsidise its very large agricultural sector – and Britain, a nation seeking a more balanced trade portfolio, were stark. Britain's attempt, as a very recent member, to adjust, or even ditch, the EEC's Common Agricultural Policy caused much resentment. In the later 1970s, many in Britain opposed the idea of direct elections to a European parliament whose powers would be limited anyway. Candidates may concentrate on the Thatcher years and especially the prime minister's campaign to get Britain's contribution to EU funds reduced. Many in the EU considered Thatcher's methods crude and her style of negotiation confrontational. Many EU ministers also took exception to what they considered the crude populism of the right-wing press which, they also thought, expressed Thatcher's 'prejudiced, lower-middle class' opinions. Thatcher also vigorously argued against the introduction of EU legislation which 'trumped' national sovereignty, although she accepted more of this than was acknowledged. There was also much conflict over the proposed common European currency and to membership of the Exchange Rate Mechanism.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the causes of conflict between Britain and her European partners. Using the kind of material identified in AO1 above, it is likely that candidates will argue that Britain's history and its long tradition of 'separateness' as a major 'island race' anyway militated against embracing a common 'European ideal' with enthusiasm. Some may argue that Britain would have been a more enthusiastic member had it joined at the inception of the Community in 1957. Much British hostility was caused by resentment at what was seen as Franco-German control of the organisation. On Thatcher, the reasons for hostility are partly personal but largely economic and political. Thatcher believed that a powerful EU would militate against the *laissez-faire* economic policies she favoured. She also opposed the imposition of community-wide regulations against 'national sovereignty'. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over the nature of British engagement with Europe, including the perception that Thatcher conceded far more to the achievement of a 'European ideal' than is generally recognised.

AO3: [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 52</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

## 42 Assess the strengths and weaknesses of Blair as prime minister.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of Tony Blair as prime minister from 1997 to 2007. Candidates are likely to know that, in electoral terms, he was Labour's most successful prime minister, winning huge majorities in the general elections of 1997 and 2001 and a comfortable one in 2005. They should also be aware of the 'New Labour' project and of the attempt to rid Labour of its 'backward-facing' image as a socialist organisation dominated by strike-prone trade unions. Blair called New Labour 'a left of centre party pursuing economic prosperity and social justice'. They may point to his domination of a succession of Conservative leaders of the opposition and his general domination of the political scene for a full decade. In terms of policy, candidates might discuss (among much else): governing from what he called the 'radical centre', economic policy which increased taxation overall but which did not impose high rates of taxation on highest earners; the Good Friday settlement in Northern Ireland (1998); his ordering British troops into Iraq, Kosovo and Afghanistan as part of his campaign against Terror; his generally close relations with the United States – and especially with President Clinton; ideological divisions within New Labour, and particularly the deep rift between Blair and Brown for much of their time in office together.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on strengths and weaknesses of a key political figure in the late twentieth and early twenty-first centuries. Candidates are likely to see Blair's longevity in office (including large general election victories) as a strength in itself. Other factors might include: his abilities as a debater and his effectiveness as a television performer in a media age; success in handling crises in Northern Ireland; his use of executive power (although others might see his attenuation of Cabinet discussion as a major weakness); his intervention which helped to end the political instability of, and massacres in, parts of the old Yugoslavia. On weaknesses, many will point to Blair's commitment to support the US in its invasion of Iraq and the loss of support in Britain to which that gave rise; the debilitating effects of the protracted power struggle with Brown, which many critics saw as evidence of a profoundly dysfunctional government; for some, a capacity for self-assurance and self-belief which militated against a rational appraisal of political risk and of effective strategic direction. For some critics, Blair squandered a profoundly benign political legacy and left office almost in disgrace. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of recent biographies and of debates over Blair's abilities as a prime minister and whether, paradoxically, these actually militated against his achievements in economic and political policy.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 53	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	13

### Section 9: Themes: c1914–2000

- 43 'The most important factor in an explanation of how the British economy performed over the twentieth century was the fighting of two world wars which the nation could not afford.' Discuss.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is Britain's economic performance within the overall context of the need to fight two lengthy and debilitating world wars. The precise focus is on making a judgement about the relative importance of the world wars in relation to developments in the British economy. Candidates should have some knowledge of the cost of the world wars and also of the extent to which fighting world wars influenced and distorted economic policy. It is relevant to talk about the changing role of the state and the increasing powers which it felt compelled to take during both conflicts. It is also relevant to refer to the economic impact both of military conscription and of rationing. Good candidates will realise the need to use knowledge of other factors affecting British economic performance. These are likely to include: the apparently ever-increasing dominance of the United States, particularly after 1918; the rise of industry in British colonies, especially India; the impact of economic depression in the western world in the late 1920s and 1930s and its specific impact in Britain; the decline of Britain's staple industries. Especially after 1945, the emphasis might shift to new industries, particularly electronics, transport and Information Technology. Given the range of the question, it is legitimate to concentrate on three or four aspects. In chronology, it is acceptable to give particular attention to, say, 1970 so that the focus can be kept on the short- and medium-term impact of the world wars.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on making a historical judgement about the extent to which the world wars influenced British economic performance. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Good candidates will concentrate on the specific requirement to debate whether fighting the world wars represented 'the most important factor' in assessing Britain's economic performance. There is much to be said in favour of wartime distortions, particularly given the totality of commitment which both wars required and the distortions to the economy involved. Some good candidates might wish to argue that, at least in the south of England, Britain recovered readily enough from both world wars. After the First World War, the growth of electronics and other light industries created new employment opportunities. This development also helped Britain to compete effectively worldwide in a number of newer markets. Similarly, after the Second World War, the south of England benefited most from the IT-revolution and also from the continued success of London as a financial entrepôt. In consequence, candidates may argue, many new jobs were created and substantially increased standards of living were experienced from the 1950s onwards. On the other hand, British manufacturing industry became much less competitive in the 1970s and 1980s by when, it might be argued, the influence of the world wars had waned. Manufacturing difficulties could be attributed to excessive union power, to Thatcherite concentration on the service industries, including financial services – or to a combination of both. The other influencing factors, against which the importance of the world wars should be assessed, are identified under AO1 above. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. Here, for example, they might wish to use recent work on Britain's economic performance which has generally argued that, at least until after the Second World War, Britain did as well as could be expected, given the greatly increased number of competitor nations and to the availability of cheap labour in many parts of the developing world.

<b>Page 54</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 55</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**44 To what extent did the Education Acts passed in the first half of the twentieth century increase opportunities for the working classes in England and Wales?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the impact of Education legislation in the first half of the twentieth century. The key pieces of legislation identified by candidates are likely to be: the (Balfour) Act of 1902, which facilitated the development of secondary education and, in breaking up the School Boards, created new 'local education authorities'; the (Fisher) Act of 1918 which raised the school leaving age to fourteen and expanded linked services in schools, such as medical inspection and specialist provision for those with educational difficulties; the (Butler) Act of 1944 which fundamentally reorganised secondary education by expanding opportunities for girls to receive secondary education, and by providing separate forms of education a) for the academically gifted in grammar schools and 'direct grant' independent schools receiving a government grant to expand opportunities for the able, b) for the technically adept in Secondary Technical Schools and c) for the remainder of the population (about 70–75%) in Secondary Modern Schools. Other, less significant, pieces of legislation were passed and should, of course, be credited if reference to them is accurate and relevant to the question.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the importance of Education Acts in improving opportunities for the working classes. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Most candidates are likely to argue that these Acts did indeed increase opportunities. Although the 1902 Act was controversial in party political terms and nonconformists were convinced that it was deliberately weighted by a Conservative government in favour of beleaguered Church of England schools, there is no doubt that local education authorities were freed from the subterfuge of education beyond the elementary. Although the results were patchy, more working-class children were able to receive an education which – in some senses at least – replicated that available to the lower middle classes. The Fisher Act was important for facilitating the development of more specialist services by LEAs, while the raising of the school leaving age gave opportunity for more developed learning. The 1944 Act is likely to receive most detailed attention and emphasis should be placed on significantly increased educational opportunities for girls and for the structure of selection which was put in place to decide which pupils were sufficiently able to benefit from a 'liberal' education. In judging the 'extent' to which opportunities were increased, candidates might point to the relatively limited number of places available in LEA grammar schools and also that the proportions selected varied from authority to authority. It was also the case that relatively few secondary technical schools were built, thus resulting in a large than anticipated proportion of pupils going to 'secondary moderns', where resources were fewer and the educational qualifications of teachers tended to be lower than in the 'grammars'. Critics of the Act also argued that its potential for unlocking opportunity for the working classes was vitiated, in part at least, by the kind of test used to determine selection. It was argued that these tests gave an inbuilt advantage to pupils from homes in which parents were well educated. Thus, there is much to debate on the extent of the impact. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over the extent to which legislation on education improved life-chances and also about why grammar schools were so often seen as more divisive institutions than liberation

AO3 [Not applicable to Outlines]

<b>Page 56</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.



<b>Page 57</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

**45 'Racial and ethnic integration in Britain was less pronounced at the end of the twentieth century than it had been in c.1950.' Discuss.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the extent of integration between people of different ethnic origin in the second half of the twentieth century. This links directly with the issue of immigration. Candidates should have knowledge about both the patterns and the impact of immigration in the second half of the century, being aware that there was relatively little immigration from the colonies until soon after the Second World War, when significant numbers began to arrive from the West Indies, especially Barbados and Jamaica. Significant numbers of migrants also from India from 1947. Migration of those from Indian background reached a peak in the mid-1960s with Amin's expulsion of Indians from Uganda. Candidates should know about the significance of the British Nationality Act, 1948, and an increase in migrants (mostly in search of jobs) from 3,000 a year in 1950 to 45,000 by the mid-1950s and 135,000 by 1960. Candidates should have some knowledge of key immigration legislation: Commonwealth Immigrants Act (1962) required immigrants to have job to come to; Commonwealth Immigrants Act (1968) required immigrants to have a direct birth link to a UK national; Immigration Act restricted immigration to those with work permits and to those with parents or grandparents born in UK. Immigration rates declined to about 70,000 in the early 1970s and to 50,000 by 1990, before rising to almost 100,000 by 2000. Candidates should also know about the impact of EU law on free movement of citizens from EU countries. On race relations, the key legislation is the Race Relations Act (1976) which outlawed (in Britain but not Northern Ireland) discrimination on grounds of race, colour and nationality and also set up the Race Relations Board. It expanded the provisions of legislation passed in 1965 and 1968. Candidates are likely to know about some key crises in the history of race relations: Notting Hill riots (1958); Powell's Rivers of Blood Speech (1968) and its impact; riots in Brixton, Liverpool and Bristol which had pronounced racial basis (1981). Specifically on 'integration', candidates may provide information on patterns of immigrant residence, on cultural separation and on specific evidence of inter-racial harmony as, for example, in the racial composition of professional football teams, the election of non-white MPs, growing diversity of diet with growing popularity of 'ethnic food' etc.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the impact on the changing extent of racial and ethnic integration in the second half of the twentieth century. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Good candidates will see that effective answers to this question will require them to make judgements on whether racial integration is greater, or lesser, at the end of the period than at the beginning. There is much evidence on both sides. For example, race riots have lessened since the 1980s, the number of specifically race-inspired crimes have declined since the Stephen Lawrence murder and professional sport may have contributed to reducing racial prejudice. On the other hand, in many cities, immigrants have concentrated in particular suburbs and districts of large towns where cultural and religious differences may well have militated against effective integration. Islamic fundamentalism and its associated terrorist activities in the 1990s may have hampered moves towards greater racial and ethnic integration as might free migration of EU citizens, especially as membership of the EU expanded. It is possible to argue that there is no easy calibration of 'greater' or 'lesser' across the half-century and the sense of vulnerability of white, working-class UK citizens to perceived threats from large number of migrants remains a potentially fissile factor, irrespective of immigration controls and race-relations legislation. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over the

<b>Page 58</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

effectiveness of race relations legislation and how much changing numbers of immigrants affects reactions within the host community.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 59	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	13

**46 'In the second half of the twentieth century "women's liberation" was promoted only by a small, noisy and unrepresentative minority.' How far do you agree?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the feminist movement and the extent of its impact. Many candidates will note that, at root, feminism is a movement, growing out of the perception that women were treated as 'second class citizens', which was designed to secure equality of opportunity and experience for women. Candidates should know about the impact of what has been called 'second-wave feminism' which began in the US in the 1960s and spread rapidly to Britain. It emphasised feminism as a political issue and asserted that perceived disadvantages and adverse cultural distinctions had political origins which could only be combatted by political organisation and action. Candidates are likely to know about key texts, such as Betty Freidan's *Feminist Mystique* and Germaine Greer's *Female Eunuch* and should be able to explain why they had such an impact. Some candidates will discuss feminist activity from the late 1980s as 'third-wave feminism', seeing this almost as an exasperated reaction to what many feminists saw as the limitations of the second wave. They believed it to have been too restricted an impact, arguing that it had become imprisoned by relatively privileged white women within the dense opacities of cultural theory, far divorced from both the experiences and, indeed, the sympathies of 'ordinary' women.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about the extent, and nature, of support for the women's liberation movement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Some candidates will see what is a deliberately tendentious quotation as an invitation to disagree. Candidates might argue that, however socially restricted understanding of feminist 'theory' might have been, the range of practical advantages which have derived from the pressure it exerted has been substantial. There is much evidence to suggest that opportunities for women in developing careers, in the availability of child care etc were much greater by 2000 than they had been in the 1960s and 1970s. Other indicators, such as the more limited use of 'sexist language', also indicate that the women's liberation movement had a significant impact. On the other side of the coin, it can be argued that feminism was excessively 'theorised' from its early days and that too much attention to the signs, signifiers and semiotics implicit in the writings of a Germaine Greer divorced feminism from the 'real world'. Such candidates may argue that feminist theory either ignored or failed adequately to address the expectations of large numbers of women for a happy marriage, successful child-rearing and perhaps acquiescence with the previous dominant notion that the adult male should be the main bread-winner. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, many candidates are likely to have engaged in some depth with arguments about women's roles, legitimate aspirations etc. and will provide answers which directly relate to recent debates within feminism.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 60	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	13

**47 How is the increased influence of popular and 'celebrity' culture on British society in the second half of the twentieth century best explained?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is an important aspect of social change – the significance of popular/celebrity culture. Candidates should be aware that this culture became much more economically important and was given far more emphasis in the media and even in broadsheet journals than was the case in the middle of the twentieth century. Candidates should identify a range of social changes which help to explain the phenomenon. They are likely to include: the growing influence of the United States on British culture; changes in the direction and impact of popular music; growing economic prosperity from the late 1950s; the development of more sophisticated forms of mass media linked to the creation of greater market awareness; increasingly targeted advertising, especially on young consumers; greater equality of opportunity; the increasing popularity of professional sport, linked to the emergence of 'cultural icons'.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about the reasons for the increasing influence of popular and celebrity culture. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Candidates need to explain what factors seem to them most important in the explaining the phenomenon. Most are likely to discuss the 'loosening up' of British society, with a generally more egalitarian approach; youngsters, in particular, were more likely not only to identify with heroes of popular music, sport etc. but also, see examples (thanks usually to effectively profitable media manipulation) of people 'like them' who had become rich and famous. Good candidates should concentrate on the *influence* of popular/celebrity culture and attempt to explain why it has had so great an impact. They may argue about the extent to which these developments resulted from a much more sophisticated media which understood, to greater levels of granularity, what was popular. These insights were exploited effectively for profit. Some candidates might argue the extent to which celebrity culture has become popular because it seems to break with a more hide-bound, hierarchical culture in which people needed to ape the habits of their 'betters' in order to 'get on'. Some will argue the extent to which the chimera of rich rewards apparently available to all has driven celebrity culture. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates may be aware of debates over what constitutes popular culture and, perhaps particularly, the extent to which it is manipulated by markets driven by the profit imperative.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 61	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	13

48 'Our mission is to enrich people's lives with programmes and services which inform, educate and entertain.' In which of these three objectives was the BBC most successful during the twentieth century? Explain your answer.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the impact of the British Broadcasting Corporation during the twentieth century. Candidates should have some information about each of the three 'legs' of the BBC mission. On 'inform', they should know about the development of news services on both radio and television. Candidates might mention the special importance of the BBC's World Service in terms of international reputation. 'Inform' also incorporates news analysis and candidates might comment on how news links with analysis while attempting to maintain strict political neutrality. On 'educate', candidates should know how the BBC has developed programmes which aim to provide understanding of the sciences, the arts, economics etc. It is reasonable to expect some specific knowledge about key programmes with a predominantly educative function. 'Civilisation', 'Life on Earth' and 'The Ascent of Man' suggest themselves among many others. It is also relevant to mention the educative roles of the Home Service/R4 and, perhaps particularly, The Third Programme/R3. Some candidates will also know about the role of the BBC in broadcasting Open University programmes. On 'entertain', it is reasonable to assume that candidates will have specific examples to draw on, though these should show some chronological range – from 'light entertainment' of variety and dance-band programmes on radio in the 1930s through high-budget comedy/variety shows such as Morecambe & Wise, into alternative and experimental comedy of 'The Mighty Boosh' and 'Little Britain' kind.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement on the nature and extent of the influence of the BBC. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Some good candidates may observe that the three categories of the original BBC mission were never discrete or watertight. For example, success in some forms of comedy/light entertainment could incidentally provide analysis and commentary with an educative element. Thus, *That was the Week that Was*, the ranting monologues of Ben Elton and R4's *News Quiz* came with a high-entry fee in that much of their point would be lost on viewers without a reasonable degree of political awareness. Good candidates might wish to argue that one, or other, of the three 'legs' was predominant at different times. It could be argued, for example, that in the Reithian era a combination of information and education was predominant, not least because these mattered more to Reith. By contrast, entertainment might be seen as pre-eminent from the 1980s as the political emphasis shifted towards the need for the BBC to compete with private radio and satellite television. Some candidates might argue that entertainment is now more important to the BBC with its 'serious' purpose less in evidence in the last quarter of the twentieth century as the 'need to compete' and the need 'to serve all licence payers' became more important indicators of BBC success and significance. In the last quarter of the century, too, the BBC came under sustained attack from independent providers whose antagonism often centred on the 'cosy cushion' provided by the licence fee. Some candidates, in developing arguments about differential emphases across time, might speculate on what Reith would have thought about focus groups, target-setting and the, shall we say, distinctive, leadership of John Birt. As ever, what candidates argue is less important than how they cover the three elements clearly flagged in the question and how precise and representative the examples they choose to buttress their case may be. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance responses as will an ability to engage with controversy. In this question, however, some candidates, perhaps drawing on their knowledge of Asa Briggs's analysis of the BBC, may be

<b>Page 62</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2012</b>	<b>9769</b>	<b>13</b>

aware of the sharp debates over what the role of the BBC should be at different periods in its history.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.