



HISTORY (PRINCIPAL)

9769/13

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

May/June 2017

MARK SCHEME

Maximum Mark: 90

Published

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This document consists of **37** printed pages.

Introduction

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

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

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

Band 5: 25–30 marks

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

Band 4: 19–24 marks

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

Band 3: 13–18 marks

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

Band 2: 7–12 marks

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

Band 1: 1–6 marks

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

Band 0: 0 marks

No evidence submitted or response does not address the question.

Section 1: 1688–1760

Question	Answer	Marks
1	<p>How much change, in the years 1688–1701, did the ‘Glorious Revolution’ bring to government in England?</p> <p>AO1 – The question concerns the scale and depth of change in English government, for example in the role of Parliament, the powers of the monarch and the Act of Settlement’s proscription of Catholics from succession to the throne. Candidates could also refer to the growing importance of party politics and party divisions.</p> <p>AO2 – Discussion of change might include reference to the power of the monarchy in the context of the need for Parliament to meet every year and the extent to which monarchs needed Parliament for the voting of supply, especially during wartime. Parliament was increasingly divided between Whigs and Tories, although party allegiance was not fixed and many continued to be elected as independents anxious to see good government. It is possible to argue that the Revolution brought relatively little change to the way England was governed.</p>	30

Question	Answer	Marks
2	<p>What best explains why Scotland was prepared to support political union with England in 1707?</p> <p>AO1 – The question concerns support for the Act of Union in Scotland. Candidates could refer to the extent of support for Union, including also information about the substantial opposition in many quarters.</p> <p>AO2 – Candidates should focus on the reasons why Scotland gave up its political independence. They may discuss the often different perspectives of the mercantile and wealthier landed interests contrasted with those of the lower orders and peasantry. There was a strong commercial element here, particularly after the failure of the Darien Scheme and also considerable evidence of ‘inducements’ from England for support of political union. Candidates should attempt a discussion of the relative importance of key factors including: support for a larger Protestant nation; the strong influence of the more prosperous classes; and, the terms of Union which left the Scottish church, education and law largely untouched.</p>	30

Question	Answer	Marks
3	<p>What best explains why, as prime minister, Walpole faced more opposition after 1733 than before?</p> <p>AO1 – The question concerns the reasons for growing opposition to Walpole’s rule. Candidates should discuss the nature of opposition to Walpole and the changing circumstances which gave the opposition increasing opportunity to attack his leadership. On limited opposition to 1733, candidates can select from a range of factors such as: Walpole’s astute financial management after the South Sea crisis; his use of patronage and control of Parliament; support from the Crown, including generally close relations with George I, George II and, especially, Queen Caroline. On the rise of opposition, candidates might discuss: the roles of the Country and Patriot Parties; the anti-Walpole press, including Pulteney and <i>The Craftsman</i>; the growing effectiveness of ‘Cobham’s Cubs’, including Pitt and Grenville; increasing controversies surrounding taxation (especially the Excise Duty), Walpole’s foreign and religious policies, and especially diplomacy and the growing clamour for war with Spain, which he opposed; and, Walpole’s increasing weakness and even isolation, 1739–1742.</p> <p>AO2 – Candidates should explain both the reasons for increasing opposition (see AO1 above) and also for the more limited opposition earlier in his prime ministership. Explanations for limited opposition before 1733 might concentrate on Walpole’s effective financial policies and his control over Parliament. On growing opposition, candidates should identify reasons for its growing effectiveness from 1733 onwards and discuss why it was increasingly effective. Some candidates might argue that, despite its growth, Walpole was able to contain opposition relatively easily until 1739 and the outbreak of war with Spain.</p>	30

Question	Answer	Marks
4	<p>Why did Britain experience only limited success during the War of the Austrian Succession (1740–1748)?</p> <p>AO1 – This question concerns Britain’s involvement in the War, including consideration of military campaigns and of the alliances which fought them. Candidates should know about the key developments and events, including: the Hanoverian alliance (1742); the Battle of Dettingen (1743); and, the naval victories of Anson and Hawke off Cape Finisterre (1747).</p> <p>AO2 – Explanations for limited success might include: the military strength of France, especially under the leadership of Saxe (victories at Fontenoy, 1745 and Roucoux, 1746; the limited value of alliances, especially perhaps that with Austria; the lack of strong support for war in Parliament; and, the relatively limited engagement in areas where Britain was strong, perhaps particularly in India and the Americas. Candidates should discuss the real, if limited, successes, including naval strength and effectiveness and France’s recognition of the Hanoverian success at the Treaty of Aix-la-Chapelle (1748).</p>	30

Question	Answer	Marks
5	<p>'In the period 1714–1760, the Church of England underwent a period of unrelieved decline.' Did it?</p> <p>AO1 – This question concerns the strength, or otherwise, of the Church of England under the early Hanoverian monarchs. Candidates may discuss: the impact on the Anglican Church of greater religious toleration; the pastoral role of the Church; the political involvement of senior clerics, especially the Archbishops; the rapid growth of nonconformity; the challenge of urban growth.</p> <p>AO2 – Arguments in favour of 'unrelieved decline' are likely to concentrate on: the Church's arguably excessive political role; absentee clerics and poor pastoral care; and, the limited impact of the Church on urban growth, including perhaps a contrast with nonconformist chapel-building. Candidates who challenge the assertion in the question may note that the picture was not all negative and that the Church arguably sustained its presence and its effectiveness in most rural areas. Perhaps, excessive attention has been paid to particular scandals and to the political engagement (largely on the Whig side) of a few senior clerics. Good candidates will discuss both the Church's strengths and its weaknesses.</p>	30

Section 2: 1760–1815

Question	Answer	Marks
6	<p>Account for the political prominence of John Wilkes in the 1760s.</p> <p>AO1 – The question concerns the importance of Wilkes and candidates are likely to concentrate on his role as an agitator and irritant. On his political prominence, candidates could refer to: his radical journalism, including his prosecution for seditious libel and the attack on Bute in <i>North Briton</i>; the Wilkite ‘causes’, including the attack on General Warrants, ‘Wilkes and Liberty’; the Middlesex election dispute (1768), his expulsion from Parliament and reinstatement; his support for the American colonists; the role of the Society for the Supporters of the Bill of Rights; and, his imprisonment and riots in London in his support.</p> <p>AO2 – Explanations for Wilkes’s political prominence are likely to make use of material such as that in AO1 above. Good candidates should go beyond a biographical treatment to discuss the issues which Wilkes could exploit both as an agitator and a radical journalist. These include: the unpopularity of Bute and the idea of ‘rule from Scotland’; the growth of discussions about liberty and the rights of citizens; and, the frequent changes of government gave Wilkes the opportunity to make a series of populist statements about political rights. Candidates might also discuss Wilkes’s political skills and his popularity with London artisans and craftsmen, and his use of populism.</p>	30

Question	Answer	Marks
7	<p>What best explains the extent of Britain’s political stability in the 1770s?</p> <p>AO1 – The question concerns the extent to which Britain experienced domestic stability in this period. Candidates could refer to the means by which political stability was achieved, North’s own abilities and George III’s use of ‘influence’ to secure parliamentary majorities for his prime minister.</p> <p>AO2 – Explanations for stability include: the growing experience of George III as a monarch and the resources available to him to secure North’s hold on power in his early years as prime minister; Burke’s analysis of Parliament dominated by royal influence; and, North’s growing support and the extent to which MPs were members of vying political factions rather than a substantial and disciplined opposition. Candidates should note that: political stability was far from absolute in this period, and particularly so once it was clear that the American colonists were likely to achieve independence; criticism of the conduct of war (from 1778) threatened North’s position; and, the challenges to his government by Wyvill and the Whigs.</p>	30

Question	Answer	Marks
8	<p>Assess the view that the French Revolution’s most important consequence for Britain was that it strengthened the younger Pitt’s hold on political power.</p> <p>AO1 – The question concerns the impact of the French Revolution on Britain, with particular reference to the position of the Younger Pitt. Candidates could refer to: the emergence of radicalism based on French calls for liberty; the Corresponding Societies; a predominantly conservative reaction in Parliament leading to the Whig split and the Pitt-Portland coalition (1794); and, the anti-radical and anti-republican reactions to the French Revolution outside Westminster.</p> <p>AO2 – Explanations of the impact of the Revolution might include: extent of support for parliamentary reform and attacks on what was seen as a corrupt political system; opposition to the Revolution (e.g. Burke) and the extent to which it grew after outbreak of war with Revolutionary France (1793). Candidates should attempt to focus on the relative importance of the strengthening of Pitt’s political position (including guaranteed majorities for government policy) in comparison with other consequences, for example, the growth of political awareness outside Westminster among both those who supported the Revolution and those who considered it as a threat.</p>	30

Question	Answer	Marks
9	<p>How much did British sea power contribute to the defeat of Napoleon?</p> <p>AO1 – The question concerns the importance of British sea power. Candidates are likely to discuss Napoleon’s plans to invade Britain and their failure after the Battle of Trafalgar. It is relevant also to discuss: the navy’s ability to challenge, and partially defeat, the objectives of Napoleon’s ‘Continental System; naval support for Wellington in the Peninsular War; and, to the strength of the British navy, including the importance of its victory at Trafalgar. Britain’s other contributions (particularly the army’s role and Britain’s economic strength) are not irrelevant in a question which asks ‘How much...’ where the focus of the discussion should be on Britain’s sea power.</p> <p>AO2 – Explanations of the reasons for the defeat of Napoleon should concentrate on the specific contribution of Britain’s navy in reaching a judgement on how much Britain owed to naval power. Candidates may discuss the significance of Trafalgar and the virtual demolition of the Franco-Spanish fleet, thus freeing Britain from the threat of invasion. Support for colonial initiatives and the capture of the Danish fleet (Second Battle of Copenhagen, 1807) are also significant as is the navy’s role in supporting Wellington’s forces during the Peninsular War (1808–14) which proved crucial in tying up substantial French forces in what Napoleon termed his ‘Spanish ulcer’. In discussion of ‘how much’, it is acceptable for candidates to discuss the relative importance of the navy, in comparison with Britain’s army and its growing economic strength. Good candidates, however, will see the need to concentrate on the navy’s role.</p>	30

Question	Answer	Marks
10	<p data-bbox="316 248 1316 349">'Ireland enjoyed a period of successful legislative independence and economic prosperity in the last two decades of the eighteenth century.' Did it?</p> <p data-bbox="316 383 1332 584">AO1 – The question concerns the position of Ireland during the period of the so-called 'Grattan Parliament'. Candidates could refer to: the work of Flood and Grattan in securing parliamentary independence for Ireland; economic prosperity linked to Westminster's removal of trade restrictions; prosperity threatened in the 1790s by the French wars; plans for a French invasion; and, growing pressure for full political union (1800).</p> <p data-bbox="316 618 1332 954">AO2 – Explanations concerning the 'success' of Irish legislative independence may turn on the extent of stability achieved by a Dublin parliament which refused to enact parliamentary reform (1783) and somewhat loosened anti-Catholic penal laws against Catholics (1793). Economic prosperity largely depended on the cattle trade. Protestants enjoyed significant economic prosperity in this period while Dublin's status as a national capital was enhanced by a building boom, providing high-quality dwellings for the middle and upper classes. Candidates may discuss the extent to which Catholics benefited from parliamentary independence or economic prosperity.</p>	30

Section 3: Themes 1689–c.1815

Question	Answer	Marks
11	<p>‘Characterised by pure oppression and exploitation.’ How valid is this view of Britain’s relationship with Ireland in the period c.1689–c.1780?</p> <p>AO1 – The question concerns the relationship between Britain and Ireland in the eighteenth century. Candidates should select material from across the question’s broad chronology. They could refer to: relations between the Protestants and Catholics, and the implications of the Battle of the Boyne; the strong Catholic majority in Ireland but anti-Catholic legislation, e.g. 1692 and 1695; the government controlled by Anglicans from Dublin limitations on Irish trade, especially in wool and cotton; the restrictions on Irish exports; and, the British rights over coinage.</p> <p>AO2 – Candidates may offer explanations for the nature of the Anglo-Irish relationship which include: the Protestant control of land, government and administration; and, the British Parliament being able to pass laws which would bind the Irish (1719). On ‘oppression and exploitation’, candidates may discuss continued restrictions on Catholics, though some toleration for Dissenters; religious control through the Church of Ireland, which most Catholics saw as a means of confirming British control; and, economic imbalance favouring Britain (see AO1 above). Some candidates might argue that most ‘oppression and exploitation’ was found in rural areas outside the Pale, with greater prosperity in Dublin and Ulster; and, the Irish Parliament showed some degree of autonomy in challenging rule from London, especially in the 1770s.</p>	30

Question	Answer	Marks
12	<p>Did Britain experience an agricultural revolution during the eighteenth century?</p> <p>AO1 – The question concerns developments in British agriculture during the eighteenth century. Candidates should select material from across the question’s broad chronology. They may refer to: new and selective animal breeds; more productive forms of cropping, using clover and turnips; Parliamentary enclosure and the attack on ‘unproductive’ common rights; and, leading improvers such as ‘Turnip Townshend’ and Jethro Tull.</p> <p>AO2 – Explanations on whether Britain experienced an agricultural revolution may relate to overall judgement on whether changes in agriculture were sufficiently extensive to merit the description ‘revolutionary’. Explanations for agricultural developments are likely to discuss: the extent of novelty in agricultural practice; and, whether leading innovators introduced revolutionary methods or whether there was greater uptake of farming practices in use from the end of the seventeenth century. Candidates may consider the ability to feed a rapidly growing population in the eighteenth century as evidence, as being ‘revolutionary’ in itself. Candidates should be able to establish their criteria for ‘agricultural revolution’ and to test it on the basis of the evidence.</p>	30

Question	Answer	Marks
13	<p>Assess the importance of the roles of wealthy and privileged women in influencing political developments in eighteenth-century England.</p> <p>AO1 – The question concerns the impact made by wealthy women on the political system. Candidates should select material from across the question's broad chronology. They could refer to: married women as political hostesses; their involvement in politics 'at one remove'; and, some women being directly influential, e.g. Duchess of Marlborough, but the significance of many more who discussed politics with their husbands and lovers.</p> <p>AO2 – Explanations for the frequently important role of women in politics might include: the development of party politics and also of family-based 'factions' which involved well-connected and able women, such as Georgiana, Duchess of Devonshire, or the Duchess of Gordon, who could influence both small groups: Devonshire in the development of the Foxite Whig grouping and Gordon in support of Pittite Toryism. Responses should describe women's political roles and discuss how important they were. Some may argue that Devonshire and Gordon are the exception, with most allegedly 'political' women playing a subordinate, if important, social role. Others may see the role of women as critical to the emerging maturity of party politics, especially after c.1750.</p>	30

Question	Answer	Marks
14	<p>What best explains the dominant role of the East India Company in the development of Britain's overseas trade and colonisation in the eighteenth century?</p> <p>AO1 – The question concerns the impact made by the East India Company (EIC) in Britain's overseas trade and colonisation. Candidates should select material from across the question's broad chronology. Candidates may refer to: Britain's growing dominance in India against first Mughal rule and then the French; the establishment of a trade monopoly in the late seventeenth century and early eighteenth century, including creation of a new EIC (1698); greatly increasing value of trading, especially in silks, cotton and tea; frequent conflict between the EIC and Parliament over the former's rights in India, including the administrative changes wrought by Warren Hastings and his impeachment by the Board of Control ; the effectiveness of licences for exclusive trade; the role of EIC troops in India during the Seven Years War, including the victory at Plassey (1757); and, the growing demand for goods for India as part of a move towards 'Orientalism'.</p> <p>AO2 – Candidates' explanations for the domination of this trading company are likely to include: the increasing importance of trade outside Europe; the administrative development of the EIC; the increasing governmental role; the expansion of the EIC's military role after c.1740; and, the declining importance of local administration. Candidates should recognise that 'best explains' requires candidates to discuss a range of explanations for EIC dominance and to produce a reasoned judgement.</p>	30

Question	Answer	Marks
15	<p>Religious intolerance or hunger protest: which was more important for the outbreak of popular disorder in eighteenth-century England?</p> <p>AO1 – The question concerns reasons for the outbreak of popular disorder. Candidates should select material from across the question’s broad chronology. They could refer to examples of religious intolerance: especially, anti-Catholic hostility and fears of Jacobite plots and rebellions; the Gordon Riots; the Sacheverell affair as an indicator of intolerance of dissenters; and, the practice of ‘occasional conformity’. On ‘hunger protest’, candidates may concentrate on: food riots and challenges to rising prices, and control of markets by an increasingly influential elite; food riots as ‘collective bargaining by riot’; and, increasing frequency of riots as a result of urban growth and ‘forestalling’ on grain.</p> <p>AO2 – Explanations for popular protest at this time should focus on the relative importance of both religious intolerance and hunger. Candidates are likely to refer to examples such as those in AO1 above. They might consider religious intolerance as more likely to generate dangers for the authorities, including a worrying lack of control in urban areas. Alternatively, candidates may see food riots as posing the greater threat since they were increasing in number and perhaps sophistication during the eighteenth century, and presented a more direct challenge both to established authority and to the growing influence of the free market for food.</p>	30

Question	Answer	Marks
16	<p>‘During the eighteenth century, London experienced a cultural revolution.’ Did it?</p> <p>AO1 – The question concerns the extent of cultural change in London. Candidates should be aware of the extensive development of London in the eighteenth century. Candidates should select material from across the question’s broad chronology. They may identify a number of examples of cultural change and development and may refer to: the increasing popularity of Italian opera (Handel) and of subscription concerts (Haydn’s two visits to London in the 1790s); the establishment of the British Museum; the increasing popularity of both landscape paintings and portraiture; the growth of ‘coffee house society’ fostering discussions of politics, history and philosophy; architectural development, such as squares and town houses; the increasing prosperity of the middle and upper classes; and, the increasing choice of cultural experiences.</p> <p>AO2 – Explanations should include judgements about the extent of change in London’s cultural life during the eighteenth century. Candidates should offer comment on the nature and extent of cultural change and, in particular, whether, in total, these changes deserve to be considered as revolutionary. Using examples indicated in AO1 above, they should identify areas of development which might be considered ‘revolutionary’ and others where change was less rapid and/or dramatic in order to reach an overall judgement in response to the question.</p>	30

Section 4: 1815–1868

Question	Answer	Marks
17	<p>How serious was the threat posed by popular unrest in the period 1815–1822?</p> <p>AO1 – The question concerns agitation for parliamentary reform in the period immediately after the end of the Napoleonic wars. Candidates may refer to: the revival of radical societies; anti-government protest (e.g. Spa Fields and Cato Street); urban pro-Reform meetings; the expansion of growing readership of the radical press; government use of spies and informers; and, anti-radical legislation (including the Six Acts).</p> <p>AO2 – Explanations should relate to a judgement about the relative importance of factors which prevented parliamentary reform movements from offering a greater threat to established authority. They should include material both on the relative weakness of radical movements and the response of the authorities. Candidates could refer to: radical leadership and the difficulty of sustaining an integrated protest movement; considerable propertied support for local and central government; and, the strength of majorities in Parliament for anti-radical legislation.</p>	30

Question	Answer	Marks
18	<p>Did the Congress System bring Britain any benefits?</p> <p>AO1 – The question concerns an assessment of the value to Britain of its involvement in the Congress System of European diplomacy. Candidates may refer to: the objectives of the Vienna Settlement and the alliances made from 1815–1820; the Congresses of Aix-la-Chapelle and Troppau; the Holy Alliance; and, colonial development as an increasingly important priority.</p> <p>AO2 – Candidates' responses should include explanations about the Congress System and should form a judgement about a controversial proposition: the limited value to Britain of the Congress System (1815–1825). Candidates could refer to: Britain's priorities in diplomacy after 1815; the predominantly continental European priorities of most Congress powers; the preservation of European peace and its value to Britain; the increasing rifts with other powers (especially Russia) by giving greatest priority to holding back growing nationalist aspirations; Britain's colonial and extra-European priorities, especially during Canning's tenure of the Foreign Office; and, the developing concern about Russia's ambitions in South-East Europe.</p>	30

Question	Answer	Marks
19	<p>'Grey's government passed the Great Reform Act of 1832 in order to strengthen, rather than weaken, aristocratic rule in Britain.' Discuss.</p> <p>AO1 – The question focuses on the intentions of the Whig-Liberal Tory coalition in passing the Reform Act. Candidates could refer to: Grey's personal ambition to achieve parliamentary reform; growing support for parliamentary reform, especially from 1829; violent protest, especially in 1831; and, the terms of the Act, including the emphasis on preserving a propertied electorate.</p> <p>AO2 – Candidates' explanations should offer a judgement about a contentious proposition. That proposition requires discussion of the reasons why a Reform Act was passed. Candidates may refer to: the strength of the aristocracy including its representation in Parliament; contemporary perception of a radical redistribution of seats, which reduced aristocratic control in many constituencies; parliamentary reform necessary to address growing middle-class concerns about the existing system; and, considerable aristocratic dissatisfaction with the terms of the Reform Act.</p>	30

Question	Answer	Marks
20	<p>Assess the strengths and weaknesses of Sir Robert Peel as prime minister in the period 1841–1846.</p> <p>AO1 – The question requires an assessment of Peel during the second of his two periods as prime minister. Candidates could refer to: Peel's policy priorities, especially concerning the economy (reductions in duty and reintroduction of income tax); his personality and the implications for relations with his Party (notably, increasing dissatisfaction, especially from back-benchers, from 1842); and, the Corn Law crisis of 1845–6.</p> <p>AO2 – Candidates' explanations should relate to an overall judgement about the prime ministership of Peel, with particular reference to its strengths and weaknesses. Many will see the need to reach a judgement about relative adequacy or inadequacy, while considering both strengths and weaknesses. Candidates could refer to his: control of debates in the Commons; administrative effectiveness; budget policy, deficit reduction and moves towards free trade; generally warm relations with members of his Cabinet. Candidates may argue that most of Peel's weaknesses concern his: relations with his backbenchers; aloof personality often characterised as arrogance by Protectionist opponents in the Conservative party; apparent lack of concern for the landed interest which formed the bedrock of Tory support; and, his handling of internal conflict in 1845–6, including resignations from his Cabinet.</p>	30

Question	Answer	Marks
21	<p data-bbox="316 248 1262 315">‘An over-reaction to Russian expansionism.’ How adequate an explanation is this for Britain’s entry into the Crimean War in 1854?</p> <p data-bbox="316 349 1326 719">AO1 – The question requires candidates to have knowledge of the causes of the Crimean War. Candidates may identify long and short term causes: Long-term causes include: the increasing weakness of the Ottoman Empire, linked to increasing demands for independence from various areas in the Balkans; the growing interest of Russia in expanding its influence in the Balkans; and, how Russian objectives threatened British and French strategic and, specifically, trading interests. Short-term causes include: French support for Catholics in the Holy Land, while Russia supported the Eastern Orthodox; Ottoman declaration of war on Russia (1853); and, the French and British entering the war (1854), to stop Russia from controlling the Black Sea and with the specific intention of capturing Sevastopol.</p> <p data-bbox="316 752 1326 1155">AO2 – Candidates’ explanations should relate to an overall judgement about whether Britain was wise to fight Russia in the Crimean War. Good candidates will explain how, or how much, they regarded a declaration of war on Russia was justified in the light of Russia’s objectives. This may lead to a discussion on how far Britain and Russia were set anyway on a collision course in South-East Europe. The issue can be judged either way. Britain’s trading interests in South-East Europe were threatened and Britain was ever concerned to protect its empire in India. Also, Russia had signalled some degree of aggressive intent before 1853. On the other hand, even if victory were achieved (as it was), could Britain curb Russia’s long-term objectives in the area? Events after the Peace of Paris suggested not and candidates might use this to argue for ‘over-reaction’.</p>	30

Section 5: 1868–1914

Question	Answer	Marks
22	<p>‘National interest’ or ‘party advantage’: which better explains the motivation of Conservative domestic policy in the years 1874–1880?</p> <p>AO1 – The question concerns the domestic policies formulated by the Conservatives and promoted by Disraeli. Candidates could refer to: Disraeli’s limited role in the formulation of domestic policy, set against his concern to make the Conservatives a natural party of government. Candidates might refer to: education (Sandon Act); Public health; trade unions; 1874 Factory Act; housing (Artisans’ Dwelling Act); River Pollution issue (1876); and, Merchant Shipping Act (1876). It is also relevant to mention policies designed to ‘undo’ or undermine the impact of previous Liberal legislation, particularly through less prescriptive legislation on the licensing of alcohol and the legitimization of peaceful picketing.</p> <p>AO2 – Explanations should rely on specific information such as that indicated in AO1. Good candidates will see that they should concentrate on two contrasting factors which influenced Tory domestic policy. On ‘National interest’, candidates could argue that so-called ‘social legislation’ was at least partially passed in order to reduce the risk of domestic disharmony (and were, therefore, in the national interest). Alternatively, candidates might argue that legislation such as that identified above, had as its primary purpose restoring voters’ confidence in a party which had rarely been in office over the previous thirty years. Some candidates might argue that Disraeli himself was more interested in securing party advantage than in debates over detail of legislation, which other cabinet ministers argued would reduce social tension and help promote greater national harmony. The best candidates will appreciate that there is something to be said on both sides of the debate on Tory motivation or purpose in 1874–80, while reaching a reasoned conclusion on the relative importance of the two factors highlighted in the question.</p>	30

Question	Answer	Marks
23	<p>How successful was the overseas policy of Gladstone’s first two governments (1868–1874 and 1880–1885)?</p> <p>AO1 – The question concerns the Liberal party’s foreign policy in the period 1868–1874 and 1880–1885, and candidates could describe foreign policy objectives in order to assess the extent of success in achieving those objectives. Candidates could refer in the first government to: government policies towards Prussia during the war with France (1870–1871); Gladstone’s desire to take a firm line not supported in Cabinet; the avoidance of dangerous intervention in Europe; relations with Russia and the treaty concerning navigation rights in the Black Sea; and, relations with the USA, including the Alabama Crisis and the Treaty of Washington (1871). From the second government, candidates might mention: the increasing importance of Africa and of imperial issues more generally: the First Anglo-Boer War; the occupation of Egypt; Gordon and Khartoum; the Berlin Conference and agreement about ‘spheres of influence’; and, the limited attention given to further problems in the Balkans.</p> <p>AO2 – Candidates’ explanations should relate to an overall judgement about the success of Gladstone’s foreign policy in the given period. Candidates may argue that the government made no significant alteration to foreign policy priorities and that Britain’s international standing was not substantially weakened. Others, however, may see that the agreement with the USA over disputed payments was criticised as defensive and weak; also, there is some evidence of conflict between the Prime Minister and Cabinet colleagues; little was done to react to the newly-united Germany’s increasing strength (and swagger). Similarly, some candidates might argue that Gladstone’s imperial policy in Africa had some successes, particularly in Egypt. Also, conflict with other European powers over ‘Empire’ could be seen as broadly successful since it generated little armed conflict while increasing British access to raw materials and minerals. Others might argue that the Liberal government could not claim much credit for its overseas policies in that many saw the Alabama affair as a diplomatic defeat for Britain, while the country’s influence over conflict and change in Europe did not increase. Some candidates might argue that British policy in Sudan in the early/mid 1880s was ill-conceived and expensive. The death of Gordon was widely seen by contemporaries as a humiliation for the government, whatever blame Gordon himself should take.</p>	30

Question	Answer	Marks
24	<p>Why was the Conservative party such a dominant political force in the years 1886–1905?</p> <p>AO1 – The question concerns a period of substantial Conservative success, during which it was out of office only once and for three years only. Candidates could refer to: the impact of the Home Rule crisis on the Liberals; Salisbury’s shrewd leadership, including making best electoral use in subsequent elections of the recent franchise changes; the growth of Conservative strength in the suburbs; that the Conservatives associated themselves with support for the Empire, whereas the Empire was a divisive issue for the Liberals; and, the Khaki election.</p> <p>AO2 – Explanations should relate to arguments concerning how, and why, the Conservative grip on power was so extensive and long-lasting. Candidates will need to produce an argument grounded in understanding of the factors, such as those identified in AO1 above, which played in the Party’s favour. They may additionally argue about the significance of Gladstone’s long-delayed retirement; the continued Liberal split over Ireland; Salisbury’s domestic policies, including local government reform; and, heightened pro-imperial sentiment, related to celebration of Victoria’s Jubilees.</p>	30

Question	Answer	Marks
25	<p>‘Britain’s trade union movement underwent revolutionary change in the period c.1880–1914.’ Discuss.</p> <p>AO1 – The question concerns the development of the trade union movement during a period when membership levels increased from 0.75m to 4.1m. Candidates may refer to ‘the new unionism’ and the growth in numbers, especially among unskilled and semi-skilled workers. They may also discuss: union influence in the founding of the Labour Representation Committee (1900); its varying fortunes in fighting strikes and in important legal judgements (Lyons v Wilkins, 1896, Taff Vale, 1901, Osborne, 1909); and, the growing role of women in the movement.</p> <p>AO2 – Explanations should relate to an overall judgement about a contentious proposition: whether trade union developments represented ‘revolutionary change’. Candidates may judge either way but, in making their overall judgement, they are likely to discuss developments such as: an increased political role; trade-union sponsored MPs; the increased use of trade union ‘muscle’ as, for example, during a period of substantial labour unrest 1910–1914; the Triple Alliance; new rights, including those given by the Trade Disputes Act, 1906; and, the reversal of the Osborne judgement whereby, from 1913, funds could be used for political purposes.</p>	30

Question	Answer	Marks
26	<p>'Britain should bear a substantial responsibility for the outbreak of the First World War.' Discuss.</p> <p>AO1 – The question concerns events leading up to the outbreak of war. Candidates may go back to the beginning of the twentieth century and may refer to: increasing rivalry with Germany; the 'Naval Race' and Dreadnoughts; participation in the Ententes with France and Russia, 1904 and 1907; concern over the Moroccan crises; Britain's position over the Balkan Wars; and, treaty obligations to Belgium.</p> <p>AO2 – Explanations should relate to judgements about the validity of the contentious statement of the question and consider how much responsibility Britain should bear. Drawing on material such as that indicated in AO1, candidates could discuss: Britain's wider strategy, including what was gained, or risked, by abandoning 'Splendid Isolation' via the Ententes; Britain's perception of the extent of the threat which Germany offered from c.1900 and a range of responses; Britain's lack of involvement in the Balkan Wars; and, Britain's reaction to crises in the Balkans, including its role during the crisis sparked by the Sarajevo assassination.</p>	30

Section 6: Themes, c.1815–c.1914

Question	Answer	Marks
27	<p>How important was effective Irish leadership in the growth of Irish nationalism after c.1850?</p> <p>AO1 – The question requires a discussion about the importance of Irish leadership in the long struggle for home rule/independence. Candidates should select material from across the question’s broad chronology. They may consider under ‘effective leadership’: Young Ireland; the impact of the Famine; and, the role of the Home Rule League, for example, Butt, Parnell and Redmond. Other factors are also relevant, as stronger candidates will see. These include: how Britain handled growing pressure for change; widespread opposition in Britain to Irish nationalism; the impact of coercion policies in reaction to increased violence; and, the common cause between the Conservative party and unionist politicians in Ulster.</p> <p>AO2 – Candidates’ explanations should concentrate primarily on nationalist leaders in Ireland, but other factors are also important in order to discuss its relative importance. Thus, although not specifically required, candidates may also argue that other factors – such as the long-term impact of the Famine and extent of overseas support, especially from the USA – were more important than the contribution of Irish leaders in nourishing nationalism. Candidates may draw on information such as that referred to in AO1 above to argue their case. They may argue that Irish leadership was patchy in quality and the Parnell affair damaging and, for some, demoralising; and, that ineffective leadership was relevant in encouraging disruption and violence. On other factors, some will argue that: the British handling of the problem was unnecessarily provocative: there was a long-term impact of the Famine in bringing both recruits and resources to the nationalist cause; and, Gladstone’s role in not bringing the Irish question to the forefront in Britain sooner. Candidates might also argue that: the growing emphasis on a separate, distinctive and vibrant Irish culture was significant; support for the Irish cause grew after c.1890; and, by 1914, the Liberal government was close to passing Home Rule. Good candidates will argue about the importance of the Irish leadership in pushing Home Rule up the political agenda.</p>	30

Question	Answer	Marks
28	<p>Assess the impact of industrial growth on the performance of the British economy in the first half of the nineteenth century.</p> <p>AO1 – The question concerns the relationship between industrial growth and performance of the British economy more widely. Candidates should select material from across the question’s broad chronology. Under ‘performance’, they may refer to: the industrial revolution, especially in textiles; factory production; the extractive industries, especially coal mining; international commerce, including the growth and contribution of the ports; agricultural change; the growth of export markets; and, the need for increase in imports of raw materials.</p> <p>AO2 – Explanations here should turn on how the economy performed during a period of very rapid industrial growth. In evaluating ‘impact’, and using information such as that in AO1 above, candidates may note: the important regional differences in ‘performance’; also, the periods of slump in demand, as well as boom; the Industrial Revolution’s effect, not just on the new ‘factory industries’ (mostly textile-based), but also mining, with much-increased demand for minerals, and the ports as centres for export and import; the much slower rate of growth, and lower prices, in agricultural areas; the rapidity of change in transport (canals and railways); and, the export/import balance of trade.</p>	30

Question	Answer	Marks
29	<p>‘The nineteenth century was a golden age for English poetry’. How valid is this judgement?</p> <p>AO1 – The question concerns the role and importance of English poetry in the selected period. Candidates should select material from across the question’s broad chronology. They may refer to the work of early nineteenth-century poets such as Coleridge, Wordsworth, Byron and Shelley and the ‘denser’ work of poets writing later in the century, such as Tennyson, the Brownings and Swinburne. Candidates should attempt a reasonable chronological range in selecting their examples. Some candidates may wish to include discussion of, and publicity about, poetry from outside Britain, especially the USA. Such material is relevant in discussing how important poetry was in English cultural life.</p> <p>AO2 – Candidates’ explanations should turn on the judgement they make about a ‘golden age’. They may attempt to explain what the phrase meant and should judge poetry’s overall impact, perhaps including argument on its impact more broadly on English society. Candidates may assess the contribution and impact of earlier nineteenth-century poets on the development of Romanticism and may discuss the link between nineteenth-century poetry and representations of the natural world. On ‘golden age’ candidates may refer to the growing popularity of poetry, including public poetry readings. They may also, perhaps in discussing links between poetry and drama, evaluate its wider impact on Victorian culture.</p>	30

Question	Answer	Marks
30	<p>What best explains why religion was such a controversial issue in Victorian Britain?</p> <p>AO1 – The question concerns the importance of religion in the stated period. Candidates are likely to concentrate particularly on both the extent of antagonism between the various forms of Christianity and also the disruptive effect on belief and belief systems of Darwin’s work on natural selection. Candidates should select material from across the question’s broad chronology. They may refer to antagonism between: Anglican ‘high’ and ‘low’ church members; the role of the Church of England as the ‘official’ religion; the Oxford Movement and Evangelical Movement; within nonconformity; the many divisions, including those between Wesleyan and Primitive Methodists; and, the hostility towards Roman Catholicism. Candidates may also refer to the impact of Jewish immigration, especially towards the end of the selected period.</p> <p>AO2 – Explanations should concentrate on the issue of controversy and dissent. Candidates may note that the use of ‘best explains’ requires candidates to consider the relative importance of causal factors adduced. They may identify controversy with relation to factors such as: the centrality of faith in Victorian Britain; nonconformist challenges to the Established Church, particularly over equality of opportunity and political rights; the Jewish faith, controversial in part because non-Christian and in part because of its reputation for avarice; and, Roman Catholicism, controversial both because of its recovery in the nineteenth century and because of the extent of Catholic immigration. Darwin’s researches had radical implications since, for many especially within the intellectual elite, they ignited passionate debate about the viability of much Christian teaching.</p>	30

Question	Answer	Marks
31	<p>‘Suffragettes did more to hinder than to forward campaigns to achieve greater political influence for women.’ Discuss.</p> <p>AO1 – The question concerns pressure to increase the influence of women in political life with special reference to the impact of the Suffragettes. Candidates should select material from across the question’s broad chronology. They may refer to: women’s growing political influence before 1914, via representation on School Boards and in local government; the development of Suffrage campaigns in the 1880s; the work of Fawcett and the National Union of Women’s Suffrage Societies (from 1897); and, the work of the Pankhursts and the Women’s Social and Political Union (from 1903).</p> <p>AO2 – Effective explanations require candidates to make judgements about the validity of the contentious statement concerning the impact of Suffragettes. Candidates may refer to: the nature of WSPU campaigns, including the importance of publicity and the use of ‘shock tactics’ and whether they deliberately courted arrest; the wider impact of forcible feeding; non-militant hostility to WSPU; whether earlier campaigns had furthered the women’s cause; and, the extent to which Parliament was becoming less hostile to ‘votes for women’ before 1903 and especially after the Liberal majority in 1906.</p>	30

Question	Answer	Marks
32	<p data-bbox="316 248 1206 282">Did the British economy underperform in the years 1880–1914?</p> <p data-bbox="316 315 1316 647">AO1 – The question concerns the performance of the British economy. Candidates should select material from across the chronology framed by the question. They may refer to: slackening growth rates but growing national income (£0.9m in 1870; £2.6m by 1915); sharper competition from USA and Germany; a growing adverse balance of payments on ‘visible’ exports but these offset by substantial growth in ‘invisibles’ (banking, etc.); a weaker agricultural sector, especially in arable areas; generally falling prices, especially for foodstuffs; a growing home market for manufactured goods; and, the development of a ‘commercial culture’ nature and the extent of economic revival after c.1900.</p> <p data-bbox="316 685 1326 1016">AO2 – Explanations should relate to an overall judgement about the British economy. Drawing on factors such as those indicated in AO1 above, candidates may debate whether the selected period was one of ‘great depression’, which may imply underperformance. Good candidates are likely to identify significant variations across the economy as a whole, e.g. the experience of long-term depression in arable farming in substantial contrast with the growth of, and profits to be made in the financial sector. Candidates may discuss the impact of preparation for war, including the impact on mining and evidence of growth and flexibility in the manufacturing sector, particularly heavy industry.</p>	30

Section 7: 1914–1951

Question	Answer	Marks
33	<p>What best explains why the Lloyd George Coalition government collapsed in 1922?</p> <p>AO1 – The question concerns the ending of the coalition government in the early 1920s. Candidates may refer to: the substantial majority of Conservative members in the Coalition; the significance of the ‘Coupon’; Lloyd George’s failed attempt to create a Centre Party by fusing the two parties; the problems in 1921 when the Coalition social policy was hit by depression and the Conservatives called for cuts; the disagreements over the Irish Treaty; the foreign policy conflicts over Russia and Turkey; and, the role of Conservative back-benchers in 1921–1922 (the Carlton Club meeting and decisive vote to abandon Lloyd George).</p> <p>AO2 – Explanations should relate to a judgement about the reasons for the fall of the Lloyd George coalition. ‘Best explains’ requires a judgement about the relative importance of selected factors. Drawing on information such as that in AO1 above, candidates may use some of the following causal factors: Lloyd George as a ‘prisoner’ of the Conservatives; many Conservatives thought him untrustworthy; his failure to carry through social reforms; Tory backbenchers were more anti-Lloyd George than Tory ministers; the growing opposition to Lloyd George foreign policy; the substantial opposition to accommodation with Ireland; and, eventually, Lloyd George alienated both wings of the coalition.</p>	30

Question	Answer	Marks
34	<p data-bbox="316 248 1334 315">How are the varying fortunes of the Labour party in the years 1918–1931 best explained?</p> <p data-bbox="316 349 1334 920">AO1 – Candidates are likely to interpret ‘varying fortunes’ as requiring material on progress made and also on setbacks. The question concerns the rise of the Labour party. On considering progress or success, candidates might refer to: the outcome of the 1918 election, which left Labour as the main opposition party; the early experience of government in 1924; the leadership of MacDonald; Labour emerging as the largest party after the 1929 election; and, the support from a growing trade union movement (including sponsoring parliamentary candidates) and mostly harmonious relations between organised labour and intellectual socialism. On setbacks, candidates might describe: the limited impact of the two Labour governments; the splits within the party, particularly that of 1931; the impact of strikes, which were generally unpopular with voters and harmed Labour; the impact of the Zinoviev letter; the failure of the General Strike, leading to the Conservative government requiring ‘opting in’ to legitimate use of Union subscriptions; and, Labour’s increasing discontent with MacDonald and the reasons for this. Other factors include: MacDonald as leader of the party; and, the contribution of middle-class and intellectual socialists.</p> <p data-bbox="316 954 1334 1458">AO2 – Explanations should relate to a judgement about reasons for both the progress made, and the setbacks experienced, by the Labour party in the period specified. ‘Best explained’ requires judgement about the relative importance of selected factors. Using information such as that in AO1 above, candidates may make a judgement on whether, on balance, the strong links between Labour and the Trade Unions was an advantage or a disadvantage; Labour did make electoral progress in 1929, despite attacks on funds and the failure of the General Strike. Some candidates might argue that pushing the Liberals into third place by 1929 was an immense achievement, especially given the advantages given to both the governing and the main opposition party by first-past-the-post. Candidates are likely to be divided on the overall assessment required. Few are likely to contest the view of ‘varying fortunes’ and all good candidates will provide appropriate examples. Beyond that, many good candidates may offer reasoned judgement on whether, despite ‘ups and downs’, this was a period of substantial progress or not.</p>	30

Question	Answer	Marks
35	<p>Why, in the inter-war period, was Britain unable to prevent growing pressure for Indian independence?</p> <p>AO1 – The question concerns the rise of the independence movement and British attempts to thwart it. Candidates may refer to: the nature of Indian pressure; the situation in India at the end of World War I; British devolution/federation strategies – Montagu-Chelmsford (1918); Simon Report (1930); Round-Table conferences; and, Government of India Act (1935). Other factors include; the role of Gandhi and his policy of non-cooperation and imprisonment; the role of Congress Party and its call for full independence; and, civil disobedience campaigns.</p> <p>AO2 – Explanations should concentrate on the reasons which underlie the growth of nationalism and why Britain was unable to resist growing pressure for full independence. Using information such as that in AO1 above, candidates may identify relevant factors explaining British failure, such as: the short- and long-term impact of the Amritsar Massacre; Britain’s preparedness to use force to confirm overall Viceroy control; the nature of Gandhi’s leadership and his popularity; the role of the Congress Party; the Congress Party’s rejection both of overall British strategy and its specific proposals; and, the Congress Party’s success in elections held under the Government of India Act.</p>	30

Question	Answer	Marks
36	<p data-bbox="316 248 1262 313">How successfully did British governments manage the Home Front during the Second World War?</p> <p data-bbox="316 349 1305 719">AO1 – The question concerns an evaluation of government policy towards home defences, the protection of vulnerable groups and the relationship of the government and relevant institutions. Candidates may refer to: the evacuation of children from urban areas; the role of the Home Guard; domestic defences, especially during the ‘Blitz’; the rationing of food and clothing, and the use of ration books; policies designed to keep foreign supplies (especially of food) available; the ‘digging for victory’ campaign; wider government regulation, including both the use of propaganda and censorship; the work of the Women’s Voluntary Service from 1938; government advice and propaganda on defence and avoidance of ‘careless talk’ campaign; and, the use of spies and counter-intelligence.</p> <p data-bbox="316 754 1326 1285">AO2 – Explanations should relate to a judgement on the competence and achievements of the government activities and initiatives, such as those identified in AO1 above. Candidates are likely to argue that such initiatives were broadly successful. Evacuation remained optional, but generally worked well. Similarly, differences in land use made a positive impact on food supplies. The Home Front received some training and were a visible presence in the work of (sometimes literally) fire-fighting. Enough counter-evidence exists for candidates to produce counter-arguments about the extent of ‘success’. Rationing may have been vital to the preservation of supplies, but it encouraged ‘black market’ profiteering; and, propaganda was remorselessly up-beat, but it involved keeping information away from British citizens. Also, the German air attacks eventually failed but the ‘Blitz’ severely damaged morale, despite the assertions of British propaganda. Likewise, the Home Guard was a visible presence, but not always a respected one. Overall, the extent to which the heavily bombed cities of Britain could indeed ‘take it’ can be questioned.</p>	30

Question	Answer	Marks
37	<p>Why did the Labour party win such a decisive victory in the 1945 general election?</p> <p>AO1 – The question concerns the conflict for post-war political supremacy between the Conservative and Labour parties and, especially, why Labour won such a large majority. Candidates may refer to: the radical manifesto produced by Labour, contrasted with a Conservative one which gave Churchill great prominence as a successful war leader and which entered many cautious caveats (not least about the overall cost) on the use of the state to promote social change; the impact of returning servicemen, a majority of whom supported Labour; Labour’s commitment to the Beveridge Report and promise of social reform which promised to create a ‘welfare state’; the popularity of Nationalisation to get Britain ‘back on its feet’; and, the expansion of educational opportunity.</p> <p>AO2 – Explanations should relate to judgements about the reasons for Labour victory. However, good candidates should be expected to go beyond a list of factors which played in Labour’s favour in order to have some concentration on reasons for the size and scale of the Labour victory. Using information indicated in AO1 above, candidates may discuss: the extent to which a British electorate which had been involved in two devastating world wars within a generation wanted a clear break with the past; government policies in the 1930s were widely seen to have failed; and, the electorate wanted a fresh start. Some ex-servicemen feared unemployment and homelessness on returning from active service. Labour offered what they saw as more hopeful and constructive domestic policies. Some candidates might argue that Labour won so convincingly because of the strength of a leadership which now had considerable experience. Some candidates might argue that the Conservative’s campaign was too defensive and personalised: Churchill may have won the war but he had never been popular with working men; his attacks on Labour – and especially Attlee – lacked conviction given their predominantly amicable, and certainly effective, partnership in the wartime coalition. Some candidates might argue that the Conservatives’ support for social reform was both half-hearted and excessively concentrated on the dimension of cost. The Conservatives may also have been blamed in many quarters for persisting with a policy of appeasement which failed to prevent the outbreak of war.</p>	30

Section 8: 1951–2005

Question	Answer	Marks
38	<p>‘Consistent, but consistently misguided.’ How valid is this judgement on British foreign policy in the years 1945–1964?</p> <p>AO1 – The question concerns the aims of British foreign policy in the stated period. Candidates may refer to: the relations with the United States; the role in the Cold War and in international organisations, particularly the United Nations; relations with Europe, particularly concerning the foundation of the European Economic Community; the Suez Crisis; and, decolonisation and its implications for foreign policy objectives, especially in Africa and the Caribbean.</p> <p>AO2 – Explanations should offer a judgement on a contentious statement about British foreign policy. By reference to themes such as those identified in AO1 above, candidates may select evidence in support of, or challenging, that statement. If broadly in support, they will find examples of consistency while arguing, for example, that Britain’s relationship with the US was less ‘special’ than the US considered it to be and/or that Britain’s refusal to join the EEC at its inception was ill-judged. Those arguing against the statement might offer evidence of inconsistency, perhaps over Suez and its aftermath. They might argue that decolonisation was a necessary, generally well-managed, process and that close relations with the US enhanced British security.</p>	30

Question	Answer	Marks
39	<p>What best explains the Conservative party’s victories in the general elections of 1955 and 1959?</p> <p>AO1 – The question concerns Conservative electoral successes in the selected period. Candidates may refer to the party’s policies on: welfare and housing; denationalisation of steel and road transport while keeping most nationalised industries in state hands; defence policy, including supporting the development of the H-bomb; the end of rationing and national service; and, the feeling of growing prosperity.</p> <p>AO2 – Explanations should relate to the various factors contributing to Tory successes and candidates should reach an overall judgement about them. Candidates should identify a number of causes which explain Conservative victories and assess which, either singly or in combination, ‘best explains’ them. Making use of material such as that in AO1 above, candidates may refer to the importance of: the on-going development of the welfare state; in 1955, especially, the evidence of growing economic prosperity; the Tories reducing income tax levels; in 1959 especially, rising living standards and the ‘feel-good’ factor after years of austerity; the majority view that British defence policy was robust; the internal divisions in the Labour party between left and right (and especially over defence); and, the impact of Attlee’s resignation.</p>	30

Question	Answer	Marks
40	<p>Why was the power and influence of the trade union movement so much less in the 1980s than it had been in the 1970s?</p> <p>AO1 – The question concerns the changing influence of trade unions over a twenty-year period. Candidates may refer to: increasing union membership; increasing militancy, especially during the miners’ strikes of 1972 and 1974; the pressure for wage increases to match high levels of inflation; ‘Winter of Discontent’ 1978–1979; and, union membership rising from 11m to 13m in the 1970s then declining to 9.9m by 1990. From 1979, Conservative legislation to curb union power, including the Employment Acts of 1980, 1982 and 1988 against the ‘closed shop’ and restrictions on industrial action; and, important strikes, e.g. steelworkers (1980); miners (1984–1985); print workers (1986), result in victory for employers and supported by government.</p> <p>AO2 – Explanations should relate to a judgement about the declining influence of the trade unions and candidates should note the importance of ‘so much less’ since it requires discussion about the extent of change. Making use of material such as that in AO1, candidates may refer to: increasing public hostility to ‘excessive’ union claims; how the Conservatives exploited ‘extremism’ in passing anti-union legislation; the government’s preparation for a ‘showdown’ with the miners; the longer-term consequences from the outcome of a bitter struggle; and, the declining union morale and election of more ‘moderate’ leaders.</p>	30

Question	Answer	Marks
41	<p>Why did Margaret Thatcher face substantial opposition to her leadership from within her own party in the years 1975–1990?</p> <p>AO1 – The question concerns Thatcher’s impact on Conservative policy while she was leader of the Conservative party (from 1975) and Prime Minister (1979–1990). Candidates may refer to the radicalism of her programme, especially, perhaps, in economic policy where she came to power determined to pursue ‘monetarist’ policies. Many are likely to place emphasis on Thatcher’s attempt to plot a new course involved attacking the so-called ‘Keynesian consensus’ and relying much more on market forces, ‘shrinking’ the state in the process. Candidates are also likely to note that: opposition within the party (particularly in the early years) derived from the fear that Thatcher’s policies would alienate the electorate and lead to the loss of power; and, the differences between the ‘Wets’ and ‘Dries’ in the party. Some candidates may discuss personal factors, such as resistance to a female leader and snobbery (a clever but lower-middle-class grammar school product resented by many from wealthy, landed families who had been privately educated). The role of ‘one-nation’ Tories who attacked Thatcher as divisive. Candidates may discuss Conservative foreign policy under Thatcher with a likely emphasis on both the Atlantic Alliance, which she worked to strengthen and the EEC, whose agenda for growing political union she increasingly attacked.</p> <p>AO2 – Good candidates will identify a range of factors which help explain opposition to Thatcher’s policies among many Tories. Good candidates will argue on the basis of relative importance of the different factors. Some candidates may give greater stress to personal factors, especially Thatcher’s rejection of the ‘political consensus’ which ‘one-nation’ Tories believed had served their party well. Such candidates are likely to lay stress on Thatcher’s ‘divisiveness’ and ‘confrontational’ attitude. Other candidates will stress radical economic policies which ‘Wets’ believed would not work and which risked opening up class warfare to the detriment of the Conservatives. Many candidates might argue the growing importance of divisions over Europe, laying stress on the impact of Thatcher’s Bruges speech (1988). A few candidates might argue the importance of the growing feeling – even among Thatcher’s supporters – that the prime minister became ever more ‘dictatorial’ after her third election victory (1987), increasingly relying on a small number of favoured advisers and increasingly ‘railroading’ Cabinet decisions. Candidates might make relevant comments on Cabinet resignations (especially Heseltine and Lawson), and on the ‘stalking horse’ candidate (Anthony Meyer).</p>	30

Question	Answer	Marks
42	<p>Did the strengths of New Labour’s domestic policies outweigh the weaknesses in the years 1997–2010?</p> <p>AO1 – The question concerns an overall appraisal of the Blair and Brown governments’ domestic policies. Candidates may refer to: initiatives, such as ‘Sure Start’ designed to help the poorest; reorganisation of the NHS; devolution in Scotland and Wales; increased fiscal powers for the Bank of England; minimum-wage legislation; largely free-market economic policies; long economic boom until 2008; and, Northern Ireland and the peace process.</p> <p>AO2 – Explanations should relate to an overall judgement on the effectiveness of domestic policy under Blair and Brown. Making use of material such as that referred to in AO1 above, candidates should assess the strengths and weaknesses. Some may judge social policy to be a success since levels of child poverty diminished and a generally competent fiscal policy helped to sustain an economic boom until the crash of 2008. The inability to foresee a bursting bubble may be seen as a weakness. Some will see the minimum wage as a progressive move, although it worked patchily in practice. Some candidates will see pro-market policies and low rates of direct taxation as having successful outcomes and might also have brought greater overall credibility to Labour’s handling of the economy than had previously existed. Other candidates may argue that pro-market policies were a weakness since they helped to increase divisions in society and were also opposed by many Labour politicians and supporters, especially on the Left. Candidates may have different views about ‘strengths and weaknesses’. Good candidates should provide evidence sufficient to support reasoned and developed judgements.</p>	30

Section 9: Themes: c.1914–2000

Question	Answer	Marks
43	<p>'In the period from c.1914 to c.2000 the British economy adjusted effectively to changing circumstances.' Did it?</p> <p>AO1 – The question concerns the performance of the twentieth-century British economy. Candidates should select material from across the question's broad chronology. They may refer to: the impact on the economy of two world wars; periods of boom and slump; changing emphases – e.g. declining economic importance of heavy industry and the rise of new technology, including electronics; growing importance of service industries; differences in economic performance across regions, with London and the south-east's growth outpacing other regions.</p> <p>AO2 – Explanations here should turn on how the economy performed during a period of substantial change. In commenting on the validity of the quotation, candidates may refer to: the difficult adjustment to peace; the long period of depression in the 1920s and 30s; limited success in reducing unemployment, especially in 1930s and 1973–1993; extent to which government controls over economy during two wars was successful; rapid economic growth from 1950s to 1970s after period of post-war austerity; 'stop-go' economics as governments battled to control inflation; delayed entry to EEC; manufactured exports often uncompetitive in contrast to rapidly growing financial sector from 1980s; extent to which monetarist policies to reduce inflation were successful in 1980s.</p>	30

Question	Answer	Marks
44	<p>To what extent did the roles of women in British society change in the period c.1918–1980?</p> <p>AO1 – The question concerns the extent of change experienced in the roles played by women during the given period. Candidates should select material from across the question’s broad chronology. They may refer to change in: the overall pace of change; women as voters and the growing opportunities for women in the political sphere; educational opportunities; women’s contribution to the workforce and to the economy more generally; the nature and extent of women’s work during World War II; attitudes and expectations promoted via Feminism.</p> <p>AO2 – Explanations should concentrate on the nature and extent of change. Candidates may discuss: opportunities for change which were greater in some areas and spheres than in others – e.g. politics after 1918 and education from 1944. Did the changes make most difference to educated, middle-class women than to the working classes and did working class women begin to ‘catch up’ from the 1950s? Candidates may discuss the extent to which women wished to vary existing roles as domestic managers and child-rearers; the extent to which change was dependant on class differences and/or on age; slow pace at which women gained promotion and higher wages; the substantial male/female income differentials by 1980; extent of Feminism’s impact, greatest perhaps for better-educated younger women. Some candidates may conclude that no uniform, linear, pattern of change is discernible across social and/or groups. Others may argue the importance of social and geographical factors in determining and, in some instances, changing women’s role.</p>	30

Question	Answer	Marks
45	<p>How effective in improving educational standards were government initiatives in the period 1944–2000?</p> <p>AO1 – The question concerns government educational policy in the twentieth century and candidates should select material from across its broad chronology. They may refer to: the changes brought about by significant education acts, such as those passed in 1944 and 1988; expansion of opportunities for higher education from 1960s; the social groups mainly affected by government initiatives; the changing role of local education authorities; government influence via the inspectorate; the development of a national curriculum.</p> <p>AO2 – Explanations should concentrate on making an overall judgement about the effectiveness of government initiatives. Candidates may discuss the extent of success in specific initiatives such as: expansion of compulsory secondary education; secondary-school selection; the comprehensive school experiment; the quality and reliability of the evidence produced by the education inspectorate; increasing the power of school governors; the educational value of a national curriculum. Some candidates might investigate the effectiveness of government policies when priorities often changed; they might also argue about whether league tables offered robust evidence of improved standards. Some strong candidates might argue that the link between policy ‘intention’ and policy ‘delivery’ was often insufficiently secure, thus weakening ‘effectiveness’ overall.</p>	30

Question	Answer	Marks
46	<p>‘In the period from 1945 to c.2000, public opinion in Britain was sharply divided over greater integration with other European nations.’ Why was this?</p> <p>AO1 – The question concerns attitudes in Britain to closer links with European partners. Candidates should select material from across the specified chronology and may make reference to the first decade of the twenty-first century if they wish. Candidates may refer to: attempts to secure stronger economic links in the 1950s; the foundation of the EEC and Britain’s opposition to joining; Commonwealth connections in trade and politics; applications to join the EEC and the post-membership referendum; EU policy on movement of labour between member states; EU regulations; relations with European nations not members of the EU.</p> <p>AO2 – Explanations should concentrate on judgements about change and/or continuity in public opinion over the period. Candidates may discuss: the role of political parties in informing and influencing public opinion; the strength of opinion about Europe before establishment of EEC; extent of division over application for membership; extent to which concerns over integration grew; nature of support and opposition to proposals for greater unity, a common currency and a federal structure to the EU; whether, and to what extent such opposition grew in the last two decades of the twentieth century. Candidates’ conclusions may judge whether public opinion on Europe was characterised more by continuity or change.</p>	30

Question	Answer	Marks
47	<p>How great an impact did television have on popular culture in the second half of the twentieth century?</p> <p>AO1 – The question concerns the importance of television in moulding taste and popular opinion in Britain. Candidates should select material from across the specified chronology and should refer mainly to the specific impact of television but may also discuss changes in popular culture more generally. They may refer to: strong growth of television ownership from early 1950s; the development of independent television, its nature and impact; the nature of programmes aimed at a mass market, such as soap operas, game shows and ‘reality’ television; popular music on TV.</p> <p>AO2 – Explanations should concentrate on judgements about the relationship between television and changes in popular culture. Candidates may refer to: the growing influence of both TV and popular culture; TV appearances and the re-definition of ‘celebrity’; TV exposure and the creation of ‘fame’; whether TV increased the range and importance of popular culture in British society. In assessing ‘impact’, candidates may probe whether the relationship between TV and popular culture is symbiotic or whether (and, if so, by how much) TV helped to create or confirm key features of popular culture.</p>	30

Question	Answer	Marks
48	<p>Why, during the second half of the twentieth century, did the National Health Service come under increasingly critical scrutiny?</p> <p>AO1 – The question concerns the performance of the NHS since its inception. Candidates should select material from across the specified chronology. They may refer to: the extent of change (particularly, perhaps, in a service free at point of access) which the NHS represented; limited initial criticism of the NHS and strong approval ratings; support from all political parties; growing criticism about cost and waste from the 1970s; a manufactured ‘market’ in health provision; and quasi-independent health service trusts; longer waiting lists.</p> <p>AO2 – Explanations should concentrate on judgements about the reasons why the NHS was the subject of far more criticism by the end of the century than in the 1950s. Candidates may refer to: NHS more assumed and thus less valued; a larger population with greater proportion of the aged; increased longevity, to which the NHS had substantially contributed, may suggest that the NHS was becoming a victim of its own success; the impact of a changed, ‘market-led’, ideology characterised by markets, targets, attempts to curb government expenditure, ‘efficiency savings’, more managers, all contributed to an increasingly critical scrutiny; role of the press in publicising alleged failings; the growing view that NHS was no longer ‘national’ since the effectiveness and success of its service appeared to be increasingly post-code determined.</p>	30