

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Pre-U Certificate

MARK SCHEME for the May/June 2014 series

9769 HISTORY

9769/13

Paper 1c (British History Outlines, 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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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 met.

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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.

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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.

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Section 1: 1689–1760

1 To what extent, in practice, did the Revolution Settlement of 1689 limit the powers of the Crown in the years to 1714?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: monarchical influence in the wake of the Glorious Revolution; the extent and constraints of royal power; the Bill of Rights and the importance of ‘without consent of Parliament’; Parliament’s role in sanctioning revenue; power devolved to Parliament and party struggles over influence with the monarch; the appointment of ministers because of party connections; the link between this Settlement and both the Triennial Act (1694) and the Act of Settlement (1701) which finally debarred Roman Catholics from the succession.

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. The discussion may centre on the importance of the Glorious Revolution for continuing royal power in the reigns of William III and Queen Anne. Candidates should may show an understanding of how power in the late 17th and early 18th centuries worked, including the relationship between monarch, court, government and Parliament. It might be argued that the powers left to the monarch remained extensive and that the extent to which the monarch appeared constrained was at least as much related to the ability of the monarchs as to the growing power of Parliament. Both William and Anne worked within a political framework and often showed pronounced preferences for one party or the other: William III often for Whigs; Anne usually for Tories. Working within this framework might be seen as a significant constraint on untrammelled royal power. On the other hand, William III had relatively little trouble in obtaining finances for war. Some strong candidates will debate the significance of ‘in practice’ as a clue to debate specific opportunities for the exercise of royal power as well as limitations.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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2 How important was the contribution of the Duke of Marlborough to Britain's success in the War of Spanish Succession?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: key aspects of Marlborough's military career, especially his leadership of the allied armies against France and his victories at Schellenberg (June 1704), Blenheim (Aug 1704), Ramillies (Apr 1706), Oudenarde (July 1708) and (though many would call this pyrrhic) Malplaquet (Sept 1709); his clearing of Spanish Netherlands from French occupation (1706) and breaking through French lines in the Netherlands (1711).

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. The discussion should centre on the relative importance of Marlborough's contribution. Many may argue the importance of military victories although their impact was lessened by diplomatic squabbles and, especially, by Dutch concern to secure peace. Some candidates may note that Marlborough had been dismissed (Dec 1711) before peace was secured, so that Britain's key objective – the Protestant Hanoverian succession – was not finally agreed until Marlborough had left the scene. In making a rounded judgement, candidates may be aware of the importance of other factors such as: the effectiveness of British diplomacy; the contribution of Britain's allies (particularly the Dutch, Savoy and north German states); the significance of the 'Grand Alliance'; the frequent weakness of French military response; Britain's naval supremacy (including Leake's victory at the Battle of Marbella, Mar 1705) and the successes of Cloudesley Shovell.

No set view is required, though better responses should see that this question needs a reasoned and informed historical judgement related to the relative importance of various factors explaining Britain's success. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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3 Who gained more in this period from the Union of 1707: Scotland or England?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: background to passage of Union in Jan 1707 (although this should be brief and essentially introductory); weakness of the Scottish economy, including suspension of payments by Bank of Scotland; English attack on Scottish trade via the Aliens Act (1705); agreement to abolition of the Scottish Parliament and the creation of a new British Parliament at Westminster; 16 elected Scottish peers sit in the Lords and 45 Scottish MPs elected to the Commons, though on a very small franchise; free trade between England and Scotland from 1707; Protestant succession accepted by Scotland as well as England; Scottish legal and educational systems remained; common currency agreed; discontent and anti-Union rioting (1712); attempted Jacobite invasion (1708) and strength of Jacobites in Scotland, especially in 1715 and 1745.

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. The discussion may centre on: similarities and differences between the situation in England and Scotland; England gained greater security from the deal arranged in 1707, although having to face two Jacobite risings; agreement aided expansion of trade and reduced threats from a ‘noisy neighbour’. Law and education remained Scottish; Scottish traders gained access to substantial and expanding colonial markets; Scottish trade increased markedly; growing prosperity of Glasgow and Edinburgh; in religion, the Presbyterian Church preserved its rights; arguably, middle and upper classes gained more from Union than peasants (especially) and working classes; Scottish Highlands (where support for both Jacobite risings was greatest) did not benefit in the long term, especially in the wake of the failure of the ‘Forty-Five’, the ‘Disarming of the Highlands’ and persecution of Scottish episcopal clergy.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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4 How effective was the parliamentary opposition to Walpole in the 1730s and early 1740s?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: growth of opposition after Walpole tried to make his position impregnable by use of patronage and bribery; strength of opposition to Walpole on issue of ‘corruption’; the significance of the Excise Crisis (1733) and Walpole’s near defeat both on that in Commons and on management of South Sea Company in Lords; the ‘reversionary interest’ and role of Frederick Prince of Wales as a focus for opposition politicians; Pulteney the Patriot Whigs and the role of the elder Pitt; the role of anti-government newspapers such as ‘*Craftsman*’; Walpole’s vulnerability on ‘Hanoverianism’; significance of his inability to prevent war with Spain; rapid weakening of position after 1739.

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. Using material such as that in AO1 above, the discussion may centre on: extent to which the opposition grew; the importance of failed or dismissed ministers as a focus for opposition; reasons for growth of opposition by mid-1730s; significance of the outbreak of war (not least as an indicator that Walpole’s power was waning) and the cost of fighting it; the significance of the 1741 general election in indicating that Walpole’s influence over elections had diminished. Until 1739, an articulate and increasingly well organised did little to shake George II’s belief that Walpole was the right man to head his government; parliamentary opposition more articulate than effective? Candidates might suggest that opposition was more effective after the war broke out and that its string of earlier failures (however well publicised) during the 1730s indicated that Walpole was able to repel all previous threats to his position.

No set view is required, though better responses will see that this question requires a judgement about various aspects of parliamentary opposition. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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5 Did the early successes of the Methodist movement, to c.1760, owe more to the leadership of John Wesley or to the weaknesses of the Church of England?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: Wesley’s method of leadership and the effectiveness of his open-air ‘field preaching’; his organisation and the ‘class’ system; overall growing importance of evangelicalism, bringing the word of God to the people, usually outside Church; the role of ‘lay preachers’. On the Church of England, they may refer to: its growing difficulties in reaching working people, especially in growing industrial towns and in mining areas (where Wesley built up a powerful following); a ‘political Church’ with perhaps too many of its bishops gaining preferment for reasons of political patronage rather than spirituality; lax administration at diocesan level; weakness of doctrinal message; lack of clearly focused leadership; beginning of division within the Church between ‘High’ and ‘Low’, especially over role of preaching.

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. The discussion may centre on: how effective Wesley’s methods were and why he had greater success in some areas on his ‘evangelical tours’ than in others; how much impact Wesley had made by the 1760s; whether the Church of England was as ineffective as its opponents (and some of its pro-evangelical supporters) claimed; lack of headway for Methodism in most rural and agricultural areas, where some Anglican administration was efficient and pastoral support plentiful.

No set view should be expected about which of the two given factors was more important in explaining Wesley’s early successes. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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Section 2: 1760–1815

6 Assess the view that the prime cause of political instability in the 1760s was the incompetence of George III's ministers.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the frequent changes of ministry in this period, the end of the so-called Whig supremacy; the significance of the succession of a new, young and inexperienced 'British' monarch, anxious to cleanse party politics; the appointment of Bute as an 'outsider' prime minister; political conflicts arising over how to end the Seven Years War; the significance in Britain of growing American opposition to taxation; George's attitudes and priorities: exercising monarchical rights more actively than George I and George II; challenge to the existing political order by John Wilkes. For the record, the short-lived 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.

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. The discussion may centre on: extent of ministerial incompetence – especially, perhaps, in the cases of Bute and Grafton; the seriousness of the issues (especially terms for European peace in 1762–63 and the emergence of opposition in the American colonies, which soon divided opinion in Britain); George III's inexperience; his inability to find a minister who could ensure reliable majorities in Parliament; his attempts to side-line 'party' politicians; whether it was George, rather than his ministers, who was 'incompetent', stubborn, reluctant to compromise and unable to 'manage' the many controversial issues which arose during the 1760s. No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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7 Why did the American colonists rebel against British rule in 1775, and not before?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to factors leading up to rebellion: the security impact of the Treaty of Paris (1763); the Stamp and Declaratory Acts (1765 and 1766); Townsend duties (1767); British troops arriving in New England to quell disturbances and attacks on customs officers; repeal of Townsend duties (1769) and Revenue Act taxes only tea (1770); American resistance to unloading E India Company tea leading to ‘Boston Tea Party’ (1773); British Coercive Measures including additional powers to Governor of Massachusetts (1774) and Colonists’ response; Gage tries to put down rebellion, leading to engagement with colonial troops at Lexington (Apr 1775) and, in effect, beginning of 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, candidates have to explain why rebellion was delayed until 1775, so the discussion may centre on: mutual advantages and the relatively relaxed policies adopted by Britain before the Seven Years War; build-up of tension after the Stamp Act passed; mutual incomprehension about why taxes levied in 1760s when they had not been before; thirteen separate colonies and considerable division of view on whether to continue resistance, broadly on North-South lines; time taken to establish an effective Continental Congress; American recognition that there was considerable support for their resistance in Britain, which led many in New England to anticipate a workable compromise; substantial forcible American resistance, including guerrilla activity, delayed until early 1770s.

No set view is required, although stronger candidates will see that the need to consider why the American Revolution did not happen before 1775 is an important discriminator. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and changing circumstances will help to produce a convincing judgement.

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.

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8 How damaging to Britain in this period was the loss of the American colonies?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to the reasons why there was a widespread perception in the late 1770s and early 1780s that this major colonial loss would be disastrous both for Britain’s strategic role and its trading opportunities; America had been both a large and usually eager recipient of British manufactured goods while also a supplier of raw materials – particularly cotton; frosty relationship between Britain and America at least until the Jay Treaty of ‘amity, commerce and navigation’ (1794); British and American economic interests remained close, despite American maritime grievances leading to two-year war of 1812–14.

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. The discussion may centre on: short-term damage to British trade and diplomacy with continuance of hostility from France and Spain (allies of the colonists during the War of Independence); time taken to rebuild diplomatic bridges with the new USA which was damaging. On the other side of the argument: British Industrial Revolution continued rapidly and Anglo–American trade revived fairly quickly; Britain’s concerns during the French Wars were overwhelmingly with Europe and the British and French colonies in the West Indies; little interference with America until the war of 1812–14, which could be considered damaging but which was not costly and Peace of Ghent restored a not disadvantageous *status quo*. In longer term, British interests not threatened by Munroe doctrine and American influence in central and southern America considered much less threatening than French and Spanish control of strategic areas. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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9 Is the political dominance of the Younger Pitt better explained by his own abilities or by the weakness of Charles James Fox and the Whigs?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: Pitt's rapid rise to power from 1781–84; his financial and administrative abilities; his effective alliance with mainstream Whigs in 1794; his generally harmonious relations with George III. On Fox and the Whigs: reasons for their loss in election of 1784; difficulty in persuading independent MPs to back them against an obviously competent and increasingly self-confident Pitt; the short-lived Regency Crisis; Fox's limitations as a leader, less cool and politically astute than Pitt; Whig split over reaction to the French Revolution; significance of the split between Fox on the one hand and Portland and Burke on the other; Pitt's massive Commons majority from 1794.

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. The discussion, linking to material identified in AO1 above, may centre on: Pitt's strengths and his ability to get independent MPs on his side; inadequacy of Whig response to their electoral defeat in 1784; Pitt's good luck in 1788 when George III ended the Regency Crisis by recovering; his effective political astuteness in maximising patriotic sentiment against the French to his benefit during the 1790s; Fox's abilities as an orator who inspired both respect and feelings of friendship in his followers might be mentioned; Fox finding himself on the wrong end of propertied public opinion for his views on the French Revolution and his attempts to get peace talks going in the early 1790s. No set view is required, and candidates are free to argue either way. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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10 How much did Britain's victory over Napoleon owe to alliances with other European powers?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the string of alliances (and the subsidies which often went with them) which British governments entered into. Since the question asks about victory 'over Napoleon', candidates should confine themselves to the period from 1799. The major alliances cited are likely to include: treaties with Russia (1799 and 1805); Austria (1805) and Sweden (1804, renewed later); Prussia (1807); subsidies, especially to the Dutch and various N German states; treaties with Spain (1809) and Portugal (1810); the very important Treaties of Reichenbach with Russia and Prussia (1813) and Chaumont (with Russia, Prussia and Austria (1814)). Other factors adduced are likely to include: British unchallengeable naval supremacy after Trafalgar; its ability to break Napoleon's 'Continental System'; the 'Spanish ulcer' from 1808.

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. The discussion may centre on: the fragility of alliances, since most of Britain's continental allies suffered heavy military defeats; expenditure on subsidies to allies, difficult to justify – at least given the usual outcome; the abiding importance of naval supremacy; the quality of British defensive operations, particularly in the Peninsula; the value of its colonies in providing non-European markets while most of the European continent was dominated by Napoleon. Against this, it is possible to argue that Britain's determination both to seek and fund alliances with continental European powers was an indicator of Britain's economic strength and did serve a purpose since Napoleon, though he was hugely successful until 1813, was kept in the field and French resources were being drained. No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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Section 3: Themes 1689–c.1815

11 How substantial was Irish opposition to British influence over its political affairs from the Glorious Revolution to the Act of Union?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of a significant theme. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: key developments in Ireland with a focus on Anglo-Irish relations; Protestant-Catholic conflict at the beginning of the period; the securing of Protestant rule after the Battle of the Boyne; Catholic opposition to British Protestant power; challenges to the ‘Protestant Ascendancy’; Anti-Catholic Penal Laws and resentment to them; protests by ‘Whiteboys’ and ‘Hearts of Oak’ against high rents and exploitation; agitation against Penal Laws from the 1760s; much denominational loyalty in Ireland to a Protestant-dominated regime; British moves to secure Anglo-Irish free trade agreements; the amendment of Poyning’s Laws (which had given the British Parliament authority to legislate for affairs in Ireland); the significance of Grattan’s Parliament in 1782, and the attempt to win greater self-determination for Ireland; in 1780s and 1790s much cross-religious activity by liberal Protestants and Catholics which helped to secure greater Catholic influence in the professions and the Catholic Relief Act (1793) giving Catholics voting rights on the same basis as Protestants; the impact of attempts at rebellion (with French support) in the later 1790s.

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, better responses should be able to select their material from across its broad chronology. The discussion may centre on: the nature, as well as the extent, of opposition in Ireland to British rule; the period under consideration begins and ends with war which caused Irish resentment at political power and landownership concentrated in Scottish and Anglo-Irish hands; extent of acquiescence with the Protestant Ascendancy; till end of the century, conflict latent rather than overt, with Protestant radicals and Catholics attempting to gain greater autonomy and improved tenants’ rights by persuasion and argument rather than rebellion; British government attempts to avoid open conflict, especially since Ireland was a valuable economic resource and posed little threat to Britain; British government’s attitude to prolonged Protestant rule buttressed by considerable family linkages; the impact of Grattan’s Parliament from 1782 as an attempt to increase Anglo-Irish harmony.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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12 Assess the impact of improvements in transport on the British economy by c.1815.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of a significant theme. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the expansion of canals; well known 18th century canals may be named, such as the Exeter (1701), Sankey Navigation (1757) and Bridgewater (1761); canal building in the later 18th and early 19th centuries, including Grand Union (1810); on roads, the development of turnpikes, particularly in south of England, and in industrialising Yorkshire and Lancashire, especially in the later 18th century; greater use and range of stagecoaches to transport the well-to-do with expansion of coaching inns and shorter journey times – e.g. London to Bristol in 17 hours by mid-1780s; development of tarmac as a road surface from the early 19th century; railways were in their infancy by 1815 but pioneer developments of steam trains can be mentioned with early freight and passenger routes in the later 1820s; the work of individual pioneers, such as Thomas Telford (canals, roads and bridges), John McAdam and the Stevensons.

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, better responses should be able to select their material from across its broad chronology. The discussion should centre on the impact (consequences) of transport improvements, including: canals, linking navigable natural waterways, enabled speedier and cheaper travel for goods, reducing prices of manufactured articles; considerable eighteenth-century expansion of both domestic and overseas trade; roads: transport improvements to wider economic growth via increasing speed of transportation; impact of investment in both canals ('canal mania') and roads on an industrialising society; improved roads enabled quicker, safer and cheaper transportation of goods and people; considerable impact on mobility of those who could afford to travel by stage-coach; overall impact of transport improvements on rate of economic growth and on Britain's emergence as the first industrial nation.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement about impact, which is the key focus of this question.

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.

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13 Had a separate and distinctive ‘working class’ emerged in Britain by 1815?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of a significant theme. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the expansion of industry; changing organisation of work; mechanisation and radical change in the nature of working skills needed by an industrialising society; changes on the land, with considerable out-migration to towns and mining villages; changing relationship between workers and employers; greater emphasis on wages and less on payment in kind; greater concentration of the workforce, particularly in larger towns and in ‘one-industry’ smaller ones; decline of paternalism in many rural areas

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, better responses should be able to select their material from across its broad chronology. The discussion may centre on factors both supporting and challenging the idea of class-consciousness: extent to which antagonism between social groups grew from mid-eighteenth century onwards; extent to which workers in different occupations felt awareness of common concerns in, for example, wage levels, hours of work and working conditions; extent to which working relationships were characterised by hostility to employers. Factors to be weighed in challenging the ‘class view’ might include: substantial differences in nature of work and in wage levels; ‘craft’ rather than ‘class’ consciousness; artisan/skilled worker campaigns to preserve their skill and to keep out those without apprenticeships; pronounced regional differences; survival of paternalism/deference relationship, especially in rural areas but from ‘model employers’ in towns also; hostility of many workers to ‘incomers’ threatening their status and earning power.

No set view is required. There is much to be said on both sides of the argument and better answers will discuss a range of factors, not all of which present just an ‘optimistic’ or a ‘pessimistic’ outcome. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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14 How important was the contribution of women to artistic and intellectual life in this period?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of a significant theme. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: novelists such as Fanny Burney, Mary Wollstonecraft-Shelley and Jane Austen; visual artists, notably Angelica Kauffmann (Swiss-born but active in England), Elizabeth Leveson-Gower and the sculptor Anne Seymour Damer; actors, notably Sarah Siddons; composers including Maria Hester Park; more generally, women involved in political discussions and affairs, often relatives of leading politicians and including Duchess of Devonshire and the historian and essayist Catharine Macaulay; on religious doctrine and evangelicalism, the contribution of Hannah More is noteworthy.

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, better responses should be able to select their material from across its broad chronology. The discussion may centre on: the distinctive contribution made by women in, for example, intellectual and political discussions as hostesses to weekend gatherings of the privileged; the extent to which women developed the English novel; female musicians, both singers and composers; the distinctive contribution of women to the developing of acting as a profession during a period of considerable expansion and diversity for the stage; the impact of greater educational opportunity for upper- and some middle-class women as a generator of sophisticated intellectual discussion, especially on religious belief and theology. Answers may consider the problems women faced in achieving the same level of recognition as men. No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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15 'Imposing but dull.' How far do you agree with this judgement on eighteenth-century British architecture?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of a significant theme. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the diversity of styles, including Palladian, neo-Gothic and Chinoiserie; late-seventeenth and early-eighteenth centuries characterised by the English baroque of Vanburgh and Hawksmoor; 'Queen Anne' style in simple red brick; the greater sophistication and diversity of Georgian architecture; the work of John Wood elder and junior, especially in the redesign of Bath in Palladian revival style; neo-classicism associated with Robert Adam, James Wyatt and John Soane; urban architecture: town houses and squares; later Georgian or Regency-style architecture associated especially with John Nash and his redesign of much of central London and design of Brighton Pavilion; early stages of the Gothic revival and its association with Romanticism.

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, better responses should be able to select their material from across its broad chronology. The discussion may centre on: the effectiveness of architecture; contrasts between rural 'country houses' and urban architecture; on whether 'dull', it might be argued that neo-classicism became so dominant that architecture became insufficiently diverse, particularly since neo-classicism emphasised straight lines and proportion. On the other side of the argument, candidates may note the diversity of architecture over the century, from stern, unadorned classicism at its beginning to quasi-Gothic 'excess' at its end.

No set view is required; candidates can argue either way, though most are likely to challenge the validity of the view which frames the question. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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. Overall, a sense of context and change will help to produce a convincing judgement.

Page 20	Mark Scheme	Syllabus	Paper
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16 Explain why Britain experienced so many popular disturbances during the eighteenth century.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of a significant theme. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: food riots, which increased in number and, perhaps, threat as population increased supplies became threatened; religious riots, including Sacheverell (1710) and Gordon (1780); industrial disturbances (e.g. strikes and riots by cloth workers in the West Country and shipyard workers in the North East; machine-breaking in the later 18th century); political riots, especially over Jacobitism in the earlier 18th century, in support of John Wilkes's 'causes' (1760s); in the wake of the French Revolution, both pro- and anti- the authorities (e.g. Priestley Riots in Birmingham, 1791, and the attack on George III's coach, 1795); election riots throughout the century, often fuelled by drink; anti-press gang riots.

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, better responses should be able to select their material from across its broad chronology. The discussion may centre on: a rapidly changing urban and industrial landscape which destabilised workers and encouraged direct action against threats to established working conditions; the virulence of hostility generated by religion, especially anti-Catholic riots, which had strong political as well as religious origins; growth in population putting more pressure on food availability and prices; ideological differences. On 'so many disturbances', responses may consider the plethora of 'change' factors, including: rapidly growing population after c.1740; a new dynasty whose legitimacy was challenged; rapid urban growth which brought both a lack of stability and more opportunity for the discontented to organise; the polarising effect of the French Revolution, especially after Britain declared war on France in 1793.

No set view is required, although stronger candidates will appreciate that the phrase 'so many popular disturbances' is intended to act as a discriminator. A range of examples is required, covering the period as a whole. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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Section 4: 1815–1868

17 How effectively did the authorities handle radical protest in the years 1815–21?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the early phase of the long Liverpool ministry, characterised by radical protest both in 1812 (which lies just outside the period but which candidates may know and use) and from 1815, including the Spa Fields Riot (1816); the Pentridge Rising (1817); Peterloo and the so-called ‘Massacre’ (1819); the Cato Street Conspiracy (1820) and the Queen Caroline affair (1820–21); the impact and growing popularity of the radical press; the significance of mass meetings; the response of the authorities, including anti-radical legislation, selective arrests and the use of force.

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. The discussion may centre on: how the authorities responded to radical protests of various kinds; the effectiveness of the response; the impact both of legislation designed to restrict the circulation of radical papers and often pre-emptive arrests of radical leaders; whether the reaction was characterised by excessive harshness; the response to anti-monarchical feeling especially while George IV was attempting to divorce his wife. Candidates may argue that the policy of selective harshness was generally effective. Treason (Pentrich; Cato Street) was harshly punished but the main objective was to reduce the threat from crowds on the streets and minimise the threat of losing control of crowded and contested urban spaces; whether the reaction of the Manchester authorities at ‘Peterloo’ was both excessive and counter-productive.

No set view is required and candidates can argue about effectiveness either way. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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- 18 'The main objective of Castlereagh's foreign policy was to secure the position of kings and emperors, not to achieve lasting peace.' Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: Castlereagh at the Congress of Vienna and the renewal of the Quadruple Alliance; Congress Diplomacy – Aix-la-Chapelle (1818) with France back in 'concert of nations', Troppau (1820), Britain refuses to participate in sanctioning Great Power intervention in states which had experienced revolution (the Troppau Protocol), Laibach (1821) – Britain confirmed its opposition to intervention in affairs of other states but Castlereagh does not attend; British colonial acquisitions, especially in the West Indies and South Africa; Castlereagh and the idea of an 'informal' commercial empire.

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. The discussion may centre on: Castlereagh's objective to achieve a lasting settlement after more than twenty years of European war; his objective of 'a just equilibrium' between the Powers; his objection to the Holy Alliance; how far colonial policy may be seen in primarily commercial terms. There may be a discussion about whether Castlereagh's prime objective was setting Britain on the road to lasting peace, or ensuring that stability should not open the door to revolution

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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19 Were Peel's greatest achievements before, or after, his election victory of 1841?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: Peel's periods as Home Secretary, 1822–27 and 1828–30, and associated administrative and penal reforms; his stance on parliamentary reform; his brief prime ministership, 1834–35; Peel as, in effect, 'leader of the opposition' and Conservative revival 1835–41; reasons for Conservative victory in 1841; Peel as prime minister, 1841–46 – administrative and financial reforms, including establishment of income tax in peacetime, trade liberalisation and the Bank Charter Act; the Repeal of the Corn Laws.

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. The discussion may centre on: the effectiveness of Peel's period as Home Secretary – did he secure permanent and far-reaching changes to the governmental machine and the penal system? The effectiveness of his period at the head of the Conservative party in the 1830s – whether he created a new, less reactionary party. Answers may discuss whether Peel's period as prime minister was successful despite the party split of 1846 and its longer-term consequences.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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20 What best explains the growing political rivalry between Gladstone and Disraeli in the years 1846–68?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: Gladstone’s role as a Peelite who supported most of the economic policies of Russell’s government; Disraeli’s position as, in effect, leader of the Conservatives in the Commons; Gladstone and Disraeli’s clashes over economic policy in the 1850s; Disraeli (1852 and 1858–59, 1866–68) and Gladstone (1852–55 and 1859–66) as Chancellors of the Exchequer – extent to which their policies differed; Disraeli and Gladstone’s differing views on the appropriate nature, and extent of, parliamentary reform, 1866–68.

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. The discussion may centre on: the two men’s differences over economic policy, and particularly over agricultural protection; their personal antipathy – deriving from radical differences in background, early political careers and attitude to the business of politics; unusually strong ambition for high office as one of the few issues of similarity between them; significance of Gladstone’s joining the Liberal party (1859) when Disraeli had, in effect, secured the Conservative succession to Derby.

No set view is required; stronger responses will show an understanding that ‘best explains’ requires making an informed judgement on the relative importance of several factors explaining this growth of rivalry. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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**21 'For Britain, the Crimean War was poorly fought and had an unsatisfactory outcome.'
Discuss.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: Franco-British alliance to block Russian ambitions in south-east Europe; siege of Sebastopol; battles at Alma (Sept 1854), Balaclava, including the 'Charge of the Light Brigade' (Oct 1854), Inkerman (Nov 1854); extent of British losses, especially from disease; though Russia always on the defensive, no decisive blows struck; administrative difficulties and preparation for war; lack of knowledge of the terrain; terms of the Treaty of Paris (1856) – neutralising Black Sea and respecting Turkish independence, which Russia had threatened; destruction of Russian fortifications; territories on the Danube no longer under Russian protection.

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. The discussion may centre on: the effectiveness of British troops in battle; lack of training quality of commanders, especially Cardigan and Raglan; why Britain lost so many men to cholera and dysentery; explanation of why the war dragged on after Anglo-French victories in the autumn of 1854. On unsatisfactory outcome: loss of public confidence in the efficiency of the British army (especially after W H Russell's pioneering war reports) and in the administrative support; the Peace of Paris – seemed to check Russian expansionism but a peace which did not hold; despite superficial appearances, the Eastern Question was not solved by The Treaty of Paris.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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Section 5: 1868–1914

- 22 'Taken as a whole, the domestic policy of Disraeli's government of 1874–80 was both limited in scope and unimpressive in achievement.' Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: a range of domestic policies, likely to include some of: revised Licensing Act (1874); Public Health Act (1875); Factory Act (1874) introducing a maximum 56-hour week ; Artisans' Dwellings Act; Conspiracy and Protection of Property Act (1875); Sandon's Education Act (1876); the Sale of Food and Drugs Act (1875); Rivers Pollution Prevention Act (1876); Merchant Shipping Act (1876). Material on Ireland is technically the province of domestic policy during the period of the Union. Such knowledge should be credited but is not required.

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. The discussion may centre on: the scope and success of domestic policy and legislation; domestic policy was plentiful early in the government's life and effective in parts, yet perhaps overly derivative; some legislation followed up, and sometimes extended, initiatives from the Gladstone government; government's aim to attract more electoral popularity – the 'bread' in 'bread and circuses'? Candidates could argue that Disraeli's policies were successful because they addressed the unpopularity of much of Gladstone's legislative activity. On the other hand, Richard Cross, as Home Secretary, was unimpressed with Disraeli's interest in, or commitment to, social reform.

On 'limited in scope', the government had a preference for permissive rather than compulsory legislation; little done to improve working-class housing; few took up the permissive Artisans' Dwellings Act; little 'social legislation' enacted after 1876. On 'unimpressive in achievement', most are likely to agree that the policies did not bring about radical change. Those who argue that Disraeli's priorities were political, rather than social, might argue that the government had some success in building bridgeheads to the newly enfranchised electorate; Conspiracy and Protection of Property Act conceded trade unions' rights on peaceful picketing which Gladstone's government had not; revision of the Licensing Act aimed to show that the Conservatives were not depriving the working man of his beer, while also cementing a long-lasting relationship with the brewing industry.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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23 Assess the effectiveness of British foreign policy in the years 1874–85.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the Eastern Crisis and its resolution by the Treaty of Berlin (1878); purchase of Suez Canal shares (1875) and increasing influence in Egypt over the period; frequency of wars – Zulu War (1878–79), Second Afghan War (1878–81), First Boer War (1880–81), Egyptian War (1882), events in the Sudan leading to the failure of the relief expedition to reach General Gordon in time to save his life; Conference of Berlin (1885) and agreement between Britain and Germany about respective spheres of influence in Africa.

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. The discussion may centre on: whether this period increased Britain’s international influence; apparent success of the Treaty of Berlin (‘peace with honour’ and control of Cyprus, increasing British presence in the Mediterranean); the extent to which Britain desired to expand its empire territorially rather than commercially; extent of difference between objectives of Disraeli and Gladstone, more a matter of presentation and emphasis than of aims; extent to which Egyptian policies were successful in this period; problems associated with both Afghanistan and Sudan; extent to which the death of Gordon weakened the position of Gladstone’s government. Candidates are not explicitly required to debate whether Disraeli’s foreign policy was more successful than Gladstone’s in these years, but many candidates will do so. The prime focus of the question is on British foreign policy in this period under both prime ministers.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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24 What best explains the political dominance of the Conservatives in the years 1886–1905?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the impact of Home-Rule policy on the Liberal party, including the split of 1885-86; Gladstone's long period as leader of the opposition and prime minister and the implications of his determination to 'solve' the 'Irish question'; the role of Chamberlain, including his poor relations with Gladstone and his growing respect for Salisbury's leadership, despite substantial ideological differences; Salisbury's effectiveness as party leader; the influence of Irish Nationalists on UK politics; Conservative election victories in 1886, 1895 and 1900; the impact of foreign policy, especially on the 'Khaki' election.

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. The discussion may centre on factors such as: the extent of blame which Gladstone should shoulder for what turned out to be a permanent Liberal split; Ireland as a vote loser for the Liberals in Britain; Salisbury's relations with Liberal Unionists and, later, Imperialists; his shrewd handling of relations with the Unionists; his effective leadership of what were coalition governments; measured domestic policies, including local government reform; the extent to which the Third Reform Act (1884) and Redistribution of Seats (1885) gave Conservatives a significant advantage over the Liberals; the importance of the suburban vote and 'Villa Toryism'; extent to which both the 'Scramble for Africa' and imperial developments more generally gained greater support for the Conservatives.

No set view is required; better answers will appreciate that 'best explains' requires making an informed judgement on the relative importance of several factors. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

Page 29	Mark Scheme	Syllabus	Paper
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25 Why were party politics so bitterly contested in the years 1906–14?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: significant, and growing, ideological differences between the parties; the growing influence of Liberal Radicalism, especially under Campbell Bannerman, and the promotion of a number of radicals; the roles of Asquith and Lloyd George; the Conservatives under the leadership of Balfour and Bonar Law in these years; divisions between the parties over welfare reform and ‘collectivist’ policies more generally; the ‘People’s Budget’ (1909); profound differences over constitutional issues and particularly the role and powers of the House of Lords; the Parliament Act (1911).

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. The discussion may centre on: the extent to which ideology explains the bitterness of party rivalry; how far the Lords’ blocking of the Liberal Education Bill in 1906 set in train a series of set-piece confrontation between the parties; Lloyd George’s often highly personalised attacks on the aristocracy as leeches on society; the importance of redistributive taxation in dividing the parties; the outworking of the People’s Budget in stimulating ever deeper conflict over both what the proper constitutional role of the House of Lords should be and whether the Liberal government was fundamentally changing the role of the state in providing pensions and National Insurance; the extent to which the challenge of a new Labour party exacerbated tensions between the established parties; Irish Home Rule dividing Unionists (overwhelmingly pro-Conservative as the party most likely to block it) and Nationalists (profoundly alienated by, and contemptuous of, all British politics but aware that a Liberal government was likely to provide some kind of Home Rule settlement); extent to which divisions over foreign policy and the developing alliance systems exacerbated party conflict.

No set view is required, although stronger answers will appreciate that ‘so bitterly’ operates as a discriminator, requiring an informed judgement on the unusually raw party conflict of these years. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

Page 30	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2014	9769	13

26 What best explains the growth of the Labour party in the period c.1890–1914?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the rapid growth of trade unionism in the period from c.1888; Trade Union membership – which was the principal funder of the party – grew from about 800 000 in 1890 to more than 4.1m in 1914; its role in foundation of the LRC – after TUC vote (1899) to ‘devise ways and means’ to increase the number of working men elected to the House of Commons; the role of intellectual socialism, and particularly the Social Democratic Federation under H M Hyndman; the foundation of the Independent Labour Party (1893); the establishment of the Labour Representation Committee (1900) as the true ‘birth’ of the Labour party; the roles of early Labour leaders, particularly Keir Hardie (Chairman of the ILP and first Labour candidate elected – 1892) and Ramsay MacDonald (the LRC Secretary and Labour leader from 1910) and Arthur Henderson (leader from 1908–10); trade union conflicts with employers and the judiciary – especially Taff Vale Case and Osborne Judgement; the LRC-Liberal Pact (1903) and its pay-off for Labour at the election of 1906, with 29 Labour members elected.

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. The discussion may centre on: the relative contributions of intellectual socialism and trade unionism to the development of the party – is it fair to characterise these as the party’s ‘brains’ and ‘brawn’, respectively, in Labour’s early years?; the importance of developments before 1900; the quality of Labour leadership, especially that of Hardie – his disillusionment with the Liberals and his role as an iconic early Labour figure – integrity and impeccable nonconformist credentials as a Methodist lay preacher; the significance of the Lib-Lab pact – was the Liberal decision to let Labour candidates have an unimpeded run against Conservatives in a large number of winnable seats critical in giving Labour the foothold in Parliament it could exploit?; growing importance – and success – of trade unionism, both in the Law Courts and in the organisation of large, and frequently successful, strikes; did Labour profit from both established parties attempting to resist its new political challenge by supporting some Labour ‘causes’, especially concerning welfare?; the extent to which Labour was an established part of the political landscape by 1914.

No set view is required, although strong responses will appreciate that ‘best explains’ requires making an informed judgement on the relative importance of several factors. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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Section 6: Themes c.1815–c.1914

27 Explain why British solutions to the ‘Irish question’ in the period c.1885 to 1922 concentrated more on Home Rule than on full independence.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of a significant theme. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the growth of Irish nationalism after founding of Home Rule League; increased Home Rule presence in Parliament after 1884 Reform Act; role of Parnell as leader and consequences of split after his fall (1890); O’Brien and the United Ireland League; role of Redmond (1900–14) and response of Liberal governments, including Home Rule Bill (1912) covering all of Ireland and its defeat in Lords (1913); growth of Sinn Fein after foundation in 1905, the Ulster Unionists and role of Carson from 1905; Government of Ireland Act (1914); Nationalist divisions over support for Britain in First World War; Easter Rising (1916); Sinn Fein wins 73 of 105 Irish seats in 1918 election and meet in Dublin as the Dail Eireann (1919); IRA attacks on policemen and British citizens; mounting violence in Ireland; negotiations with UK government leading to acceptance of Anglo–Irish Treaty (1921–22).

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, better responses should be able to select their material from across its broad chronology. The discussion may centre on: Liberal proposals for Home Rule in 1885–86 and 1893; nationalist objectives in 1880s and 1890s seeing Home Rule as the logical development from effective land reform and tenant right; significance of the Wyndham Act (1903), which virtually ‘solved’ the land question by granting large subsidies for tenant purchase of estates; absence of significant revolutionary movement in Ireland before foundation of Sinn Fein; significance of UK Parliament often dominated by Conservatives and Unionists; in power from 1905, Liberals built on Gladstone’s 1880s and 1890s proposals; growing perception that, despite concessions, independence for whole of Ireland would provoke civil war; Sinn Fein early policy of passive resistance to British rule and establishment of Irish Ruling Council; its role after the Easter Rising as focus for rebellion; from 1916, focus of debate (on both sides of the Irish Sea) on whether Ireland should have complete independence or whether it should be divided with Northern Ireland remaining part of the Union; Irish settlement against background of increasing violence (1919–21) which Sinn Fein called ‘the War of Irish Independence’.

No set view is required but candidates could explain both why Irish nationalists in the 1880s and 1890s were prepared to accept what amounted to devolution and did not secure independence for all of Ireland in 1922 either. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

Page 32	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2014	9769	13

28 What benefit, if any, did the British working classes derive from the Industrial Revolution in the years c.1815–c.1850?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of a significant theme. Analysis and evaluation are required, not a simple narrative of actions and events. The theme here concerns the impact of the Industrial Revolution on living standards. Candidates may refer to: changing wage levels; extent of under- and unemployment; health; housing; the experience of different social groups since those with specialist skills were often able to ride out depressions better than those without.

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, better responses should be able to select their material from across its broad chronology. The discussion may centre on: the impact of the Industrial Revolution on the lives of working people; the impact of the changing circumstances of industrial life on living standards; discussion of different categories of folk defined as ‘working class’; though comment on both urban and rural workers is permissible, it is acceptable for candidates to concentrate on living standards in the growing towns; in wage terms alone, industrial workers did considerably better than agrarian workers; reduced demand for agricultural labour reflected in lower wages; by contrast, wages in many trades increased over the period; industrialism created new opportunities for female workers, especially in cotton and domestic service. On unemployment, some skilled workers experienced little or none, while many (particularly unskilled and casual workers) were adversely affected by periodic slumps in demand for labour. Distinctions might be made about quantitative and qualitative indicators. Broadly, in this period (although with many exceptions) quantitative measures (real wages, etc.) suggest some overall improvement; qualitative ones (e.g. the experience of long working hours, life in a grimy, overcrowded and ill-built industrial town with much infectious disease and poor water supplies) suggest little or no ‘benefit’ for most.

No set view is required but better responses will comment on the diversity of factors which affected living standards and the extent of the ‘benefit’ which industrialism brought. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

Page 33	Mark Scheme	Syllabus	Paper
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29 With reference to at least two nineteenth-century novelists, assess how effectively British writers of that period addressed relationships between social classes.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of a significant theme. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: social novels, particularly perhaps those involving urban life; treatment of relationships between specific groups (depending on the novelists chosen); how novels treat key themes such as employer-employee relationships; Victorian capitalism; the treatment of the poor; paternalism and deference in rural society; the role of the clergy in mediating social difference; differing educational opportunities.

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, better responses should be able to select their material from across its broad chronology. The discussion may concentrate on: the realism of the picture given of any of the social relationships (or others) mentioned in AO1 above; is effectiveness diminished by the purely artistic elements?; do the novels chosen illuminate the complexities of social relationships in operation in a nineteenth-century Britain undergoing profound change?

No set view is required, and examiners will permit candidates to draw from a wide selection of relevant novels and to interpret 'relations between social classes' generously. However, stronger candidates will see that the key word in the question is 'effectively', and will therefore concentrate on making a critical judgement about the effectiveness of novels in linking the pictures metaphorically painted in the selected novels with knowledge of the historical realities of nineteenth-century Britain. The question set is primarily a historical rather than a literary one. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of historical context and change will help to produce a convincing judgement.

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.

Page 34	Mark Scheme	Syllabus	Paper
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30 Assess the importance of evangelicalism in British religious life during the nineteenth century.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of a significant theme. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the emergence of evangelicalism as a challenge to religious belief characterised by excessive use of forms and rituals and insufficient attention to conversion, ‘saving souls’ and preaching the word of the Bible; links between evangelicalism and nonconformity; the formation of the Evangelical Alliance (1846) to oppose the challenge of ‘Romanism’; substantial growth of nonconformity in urban Britain; Religious census (1851) showing nonconformist church/chapel attendance slightly higher than Church of England attendance; growth of specific nonconformist church membership – including Methodism (increased by 137% from 1816 to 1850 and by 49% from 1851 to 1901); at least equal importance of an ‘evangelical turn’ within the Church of England with more ‘low-churchmen’ being appointed as bishops.

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, better responses should be able to select their material from across its broad chronology. The discussion may centre on: the extent to which impressive membership numbers from nonconformist churches indicates a religious revival and/or greater attention to scriptural teaching; the influence of evangelicalism on popular education, especially after 1870 when National Schools found themselves under considerable pressure; the relationship between evangelicalism and the rapid growth in the number of charities; evangelical attitudes increasingly influential in reaching out to the poor, the charitable mission of the Salvation Army (founded by William Booth in East End of London, 1865) being a prime example of evangelicalism in action to meet the needs of the casualties of industrial society; extent to which evangelicalism helped to create a more sober culture (literally so in the case of a Methodist church pledged to abstinence from alcohol); impact of these changes on the Church of England. Those wishing to argue that the importance of evangelicalism in religious life can readily be exaggerated might comment on: the retention of ‘establishment’ status for the Church of England, despite increasing evangelical influences on and within it; evangelicalism’s relative lack of success in the rural south of England; the equally (if not more) important resurgence of Roman Catholicism, especially from the 1840s onwards, fuelled by substantial immigration, especially from Ireland.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

Page 35	Mark Scheme	Syllabus	Paper
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31 'New opportunities for nineteenth-century women came disproportionately to the upper and middle classes in society.' Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of a significant theme. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: new opportunities in education, including university entrance to London (1848), Oxford (1879) and Cambridge (1871) and in girls' schools including North London Collegiate (1850) and Cheltenham Ladies College (1854); range of professional opportunities, especially in medicine (women entitled to be on medical register from 1859); political opportunities via election to school boards (from 1870) and in local government through parish councils (1894); for working class women, more secure employment in some fields, especially textiles, and substantial increase in number of jobs in domestic service; 1870 Education Act specifically provided education for girls as well as boys.

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, better responses should be able to select their material from across its broad chronology. The discussion may centre on: the nature of opportunities in each of the conventional classes. In addition to the areas mentioned in AO1 above, propertied women gained benefits from the Married Women's Property Acts (1870, 1874 and 1882) which were closed to almost all working class women; great expansion in 'respectable' unpaid work for middle-class and aristocratic women via the expansion and greater organisation of charitable work; women increasingly established their own societies and pressure groups, not least in the increasing pressure for female suffrage. Working-class women not circumstanced to take much advantage from new legislation but there were new employment opportunities, and working-class women increasingly took responsibility for domestic economy.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

Page 36	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2014	9769	13

32 Did Britain experience a ‘great agricultural depression’ in the years 1880–1914?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of a significant theme. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: declining prices for British arable goods (a reduction of 35% between 1880–1914; more substantial competition from Germany, Russia and, particularly, the USA; massive increase in imports of foodstuffs (increased sevenfold from 1840–80 and then doubled again from 1880–1914); increase in land sales, albeit for lower prices; reduction in arable acreage under cultivation; substantial decline in rents and in number of agricultural labourers; the picture less bleak in the pastoral and market garden sectors, where prices held up better, and economic buoyancy, especially in the fruit trade to cater for growing towns; many northern landowners able to charge higher rents; hay production increased by 50% from 1870–1900, while wheat output declined by three quarters at the same time.

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, better responses should be able to select their material from across its broad chronology. The discussion may centre on: the extent of depression; was the adjective ‘great’ deserved?; using material identified in AO1 above, candidates may argue that the answer depends on which agricultural sectors, and which regions, are under discussion; no ‘great’ depression in pastoral farming; however, arable farming had far more employees and its profits had traditionally been much greater; a great ‘southern, arable’ depression? Depression in this previously pre-eminent sector might nevertheless justify describing agriculture as in depression. On the other hand, the period may have shaken more inefficient and less capitalised owners and tenants out farming occupations leaving those who survived the so-called ‘depression’ leaner and fitter.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

Page 37	Mark Scheme	Syllabus	Paper
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Section 7: 1914–1951

33 Assess the effectiveness of British military leadership on the Western Front during the First World War.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the tactics and strategy of British commanders. The question is restricted to the war on the Western Front. Candidates should have some biographical information about the most senior generals: French (especially his role with the British Expeditionary Force), Haig (as Commander-in-Chief). Kitchener as Secretary-at-War till his death. Though candidates should not concentrate on Whitehall or Westminster, the political view (especially under Lloyd George) was that Britain could win an attritional war by outlasting its enemies. Candidates should know about tactics and strategy; the transition to trench warfare and the key battles such as the Battle of the Somme, the Third Battle of Ypres, etc.; technological developments, including the use of the tank; the final push in summer 1918 after the failure of the final German offensive.

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. The discussion may centre on: the quality of Britain's military leaders on the Western Front; Haig's strategy and tactics as Commander-in-Chief; sustaining a stalemate and the extent to which new tactics were tried in order to 'break out'; the quality of the officers under his immediate command; was the massive loss of life their responsibility and was it justified? Candidates arguing that the generals were ineffective may point to unprecedentedly massive casualties and also to the extraordinary planning going into massive campaigns which achieved little or nothing. Did the war last more than four years because the generals lacked the ability and flexibility to devise effective plans to break the bloody deadlock? On the other hand, those defending the generals may discuss the political and logistical constraints under which they operated, both from London and because Britain was an alliance partner and therefore not free to mount new initiatives without wider agreement; the French high command was often hard to shift. British generals attempted to use latest technology; a substantially conscript British army was, in general, well trained; high reputation for competence and durability; morale remained remarkably high for surprisingly long. Also, whatever their shortcomings, allied leaders won.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

Page 38	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2014	9769	13

34 What best explains why, in the period 1918–29, the Liberal party ceased to be one of the two major political parties in Britain?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the context, including the Asquith-Lloyd George split and the inability to resolve it; Lloyd George and a coalition government (1918–22) dominated by Conservatives; almost equal split in 1922 general election between ‘National Liberals’ allowed Labour to become the official opposition party, a position which (despite the Liberals fighting as a united party) was not reversed in 1923; the disastrous slump – 158 MPs in 1923 to 40 in 1924; Lloyd George’s attempt to rebuild the party; 1929 election – Liberal popular vote increased by 81% but the number of parliamentary seats won increased from 40 to only 59; Liberals confirmed as the third party; the effect of ‘first-past-the post’ on Liberal performance; quality of Conservative leadership in the 1920s, particularly the wily tactics of Baldwin; Labour able to show in 1924 that it could rule competently, though without a 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. The discussion may centre on: the extent of the damage done by the Asquith-Lloyd George split; the policies of the other leading parties contrasting with the difficulty for a split party to present either a united front or clearly articulated policies; the problems inherent in being the third party in a two-party system; reasons for Labour’s substantially improved electoral performances after 1918; quality of Labour leadership; did Labour and Conservatives offer the electorate clearly defined battle lines – the party of labour pitted against the party of capital?; impact of finance – institutional backing for the other two parties dwarfed funding available to the Liberals; whether Lloyd George’s attempts to rebuild, and also re-finance, the Liberal party came too late.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

Page 39	Mark Scheme	Syllabus	Paper
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35 'A period of disappointment and frustration for British trade unionism.' How valid is this judgement for the period 1918–39?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: early successes with a number of strikes in 1919–20, a period of labour shortage; conflict with the mine owners, strikes and lockouts, 1921–26; difficulty in securing support across the trades during strikes in one industry; 1925: Baldwin promotes 'contracting in' to union funds; the General Strike, 1926, and its collapse; government response – Trade Disputes and Trade Union Act (1927) – general strikes became illegal, 'closed shops' banned and 'contracting-out' replaced by 'contracting in'; dispute between TUC and Labour government, 1929–31, especially over cuts in government funding; intra-union disputes during 1937, particularly over pro-Communist and anti-Communist unions; short-term decline in overall membership of trade unions (peak of 8.3m in 1920 had fallen to 4.4m by 1933), followed by increase during the 1930s (on eve of World War II, membership had recovered to 6.5m); quality of TUC leadership, especially under Walter Citrine (Secretary, 1925–46).

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. Drawing on material such as that in AO1 above, the discussion may centre on: the apparent revival of successful militant trade unionism immediately after World War I; the impact of labour conflict in the mining industry, necessitating government intervention; the failure of the General Strike likely to be seen as the greatest 'disappointment'; its longer-term impact both in terms of anti-union legislation and union morale in the longer term; for many trade unionists, declining union membership in the 1920s was frustrating, though it was followed by recovery in the later 1930s; for others, the key 'frustration' was ideological – difficulty of getting workplace solidarity across trades; divisions within the union movement about desirability of solidarity; Walter Citrine's role as General Secretary of the TUC – trying to resolve internal conflicts and establish the TUC as an effective mediator in labour disputes; his conflict with MacDonald in 1929–31 may be seen as frustrating, though it was followed by the growing influence of the trade union movement within the Labour party.

No set view is required, though better responses will see that they need to provide a reasoned and informed judgement on the contentious quotation which frames the question. Better responses should see that the judgement should not be 'black and white'; many will be aware that the union movement enjoyed considerable success, particularly in influencing Labour party policy during the 1930s. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

Page 40	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2014	9769	13

36 ‘Appeasement was the only realistic policy for British governments in the 1930s.’ Was it?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: attempts to secure effective alliances such as the Stresa Front (1935) after Germany broke terms of Treaty of Versailles, Anglo–German Naval Agreement (1935) attempts to secure non-intervention in Spanish Civil War; after Chamberlain became prime minister, the response to growing German aggression was the Munich agreement, which included the Declaration that Britain and Germany would not go to war (Sept 1938); diplomacy during 1939 concentrates on giving states guarantees of support – Poland in March, Romania and Greece in April; wider context includes evidence that British public opinion supported appeasement, despite criticism of appeasement from Winston Churchill and others, including Duff Cooper.

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. The discussion may centre on: whether there should be an immediate response to Germany’s rearmament policies; later, whether threats of force against Germany before 1938 would have been either credible or politically possible; appeasement popular and Churchill widely considered a wild warmonger; difficulties of getting effective alliances to challenge Germany; the existence of the League of Nations as the international organisation set up to secure peace; difficulties facing Britain if war had come earlier than 1939, given cuts in the defence budget and reliance on the League; appeasement as realistic over Czechoslovakia in 1938, with Britain not then prepared for war, but could be abandoned with greater confidence during 1939 when preparations underway; whether, even so, Britain was prepared for war in Sept 1939.

No set view is required, though better responses will know that they should produce a reasoned and grounded historical judgement about a contentious historical proposition. Attempts to deal with historiography and differing historical interpretations may well enhance responses, and many candidates will have detailed knowledge of historical debates over appeasement, but they are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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37 Why did Winston Churchill's wartime coalition government pay so much attention to the Home Front?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: key aspects of the 'Home Front' – voluntary evacuation, especially of children; rationing and use of ration books, beginning with butter and eggs (1940) and followed by meat (1940) and clothing (1940); 'dig for victory'; women working on the land, in armaments and aircraft; Women's Voluntary Service and their use as spies (Special Operations Executive); Home Guard against invasion threat; support for propaganda films such as *In Which we Serve* (1942); most Home Front activities relied on volunteering rather than compulsion.

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. The discussion may centre on: key objectives related to defence in wartime, including – dig for victory and the 'land army' as a means of increasing home production and thus aim to foil Germany's strategy of blocking imports by using submarines, etc. – rationing was another means of securing adequate food supplies, although it led to a profitable black market – evacuation to protect children and others from the impact of high-density bombing campaigns – women seen as a key resource, particularly as producers of food and armaments – Home Guard as first line of defence in case of invasion. Other aspects on which the government relied included: propaganda campaigns (e.g. 'Careless Talk Costs Lives'; 'Keep mum, she's not so dumb'), entertainments with a patriotic slant, using performers such as Vera Lynn, and 'uplifting' films about wartime deeds and sacrifices aimed both at giving practical advice about saving scarce resources and sustaining morale. On morale, 'Britain can take it' was emphasised since repeated, effective bombing campaigns against key targets destroyed people and property while also jeopardising resistance to an apparently all-powerful 'Jerry'.

No set view is required, although better responses will understand that the phrase 'so much attention' is intended to act as a discriminator requiring explicit discussion of the emphasis placed by government on Home Front activity. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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Section 8: 1951–2005

38 Why did Britain join the European Economic Community in 1973, and not before?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: Britain's relations with the EEC before 1973; lack of political enthusiasm for closer European links when the Community was established; the decision not to join the 'six' in 1957 supported by reference to existing imperial attachments and often-expressed concern to maintain close Commonwealth ties; economic considerations – Britain derived fewer benefits from membership in 1973 than it would have received in 1957; some EEC reluctance to support British membership after Britain had spurned early invitations to become an inaugural member; the role of de Gaulle and use of the veto on membership applications; the Heath government's application for membership, the terms on offer, internal debates and negotiations leading to eventual success.

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. The discussion may centre on: changes enabling Britain to join the European Community in 1973 when previously either reluctant to apply (1950s) or mired in complex and fruitless negotiations (1960s); Europhobia in 1957; retained delusions of imperial grandeur; Britain's perception of its continued role as a leading world power and consequential half-hearted efforts to join EEC; public opinion generally lukewarm in the 1950s; cooling European enthusiasm for British membership; the influence of de Gaulle; the Heath government's application made after de Gaulle's resignation as French President.

No set view is required, although stronger candidates will see that they are expected to give substantial attention to the phrase 'and not before'. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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39 How effectively did Britain handle the process of decolonisation in the period c. 1950 to c.1980?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the impact of the earlier independence of India (1947) with creation of separate Muslim-dominated Pakistan; decolonisation in Africa, including specific examples of independence, such as Ghana (1957), Nigeria (1960), Tanganyika (1961), Kenya (1963) and Zambia (1964); Macmillan’s ‘Wind of Change Speech (1960); the special African cases of South Africa (left Commonwealth 1961), Southern Rhodesia, UDI (1965) and formally agreed independence as Zimbabwe (1980); in West Indies, short-lived West Indian Federation (1958–62) precedes independence of, for example, Jamaica (1962), Trinidad (1962), Barbados (1966); examples from Asia, such as Ceylon-Sri Lanka (1948), Malay States (1957) leading to creation of Malaysia (1963); most decolonisation took place in 1960s – by 1970s, smaller nations, many of them islands or small territories such as Bahamas (1973), Seychelles (1976), Dominica (1978); the diverse history of pressure for independence in different states of the erstwhile British Empire; creation of the Commonwealth.

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. Discussion may centre on: how Britain handled growing pressure for independence (with specific examples to illustrate different histories such as India, Kenya, Tanzania); armed resistance and guerrilla warfare in support of independence and the British response; nature and extent of violence, contrasted with peaceful processes towards independence via negotiation; the changing ‘thinkability’ of dismantling the Empire and the significance of ‘Wind of Change’ speech; Britain increasingly prepared to grant independence from early 1960s, including even a ‘rush from Empire’; any treatment of special cases such as S Africa and Southern Rhodesia needs to be placed within the wider context of British policy on independence; did Britain handle independence better from the mid-1960s than it had earlier, or was the process so much better understood anyway? Development of the Commonwealth (more than fifty members, virtually all of which had previously been British colonies): does the transition in status reflect an effective process of decolonisation?

No set view is required but strong candidates will see the need to concentrate on the issue of effectiveness, including some reflection on what counts as ‘effective’ – which could encompass (at different times) whether counter-insurgency policies delayed independence or whether they alienated some newly independent states. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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40 Explain why, in the 1960s and 1970s, relations between governments and the trade union movement were often so poor.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the growth of trade union membership (almost 10m in 1960; rising to peak of 13.5m in 1979); government policy on industrial relations seen by unions as interference with free collective bargaining; the role of key union leaders such as George Woodcock, Jack Jones and (for mineworkers) Joe Gormley and Arthur Scargill; poor union relations with both Labour and Conservative governments but especially poisonous in the period of the Heath government (1970–74); strikes becoming increasingly political; trade union power reflected in numerous strikes (e.g. almost 4000 separate stoppages of work in 1970, ‘losing’ almost 11m days’ work); TUC opposition to the Industrial Relations Act (1971) and conflict with the Mineworkers in 1972–74; strikes seen as increasingly political; use of trade union ‘muscle’ and impact on the Feb 1974 general election outcome; flaccidity of the so-called ‘Social Contract’ between Labour government and unions (1974); TU rejection of ‘wage norms’ as a means of controlling inflation (1978); failure of union-government compacts, the so-called ‘Winter of Discontent’ (1978–79) and 29m working days lost to strikes during 1979.

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. Using specific material such as that in AO1 above, discussion may centre on: growing trade union membership and, with it, growing perceptions both that union power was increasing, alongside an increasing willingness to use it to put pressure not only on employers but on governments; Labour government relations with the unions not sure-footed 1964–70 or 1974–79, despite strong union preference for a Labour government (which its funds had helped to win elections); the significance of union opposition to Labour’s policy document *In Place of Strife* (1969); much public support – especially from right-wing sources – for governments to ‘take on’ the unions; whether it was the Heath government which was the more responsible for worsening relations in the early 70s or the intransigence of high-profile union leaders; debate about union power and ‘who runs the country’ took place against a background of economic crisis and, particularly, high inflation, which put pressure on unions to press for wage settlements which preserved living standards of their members; divisions within the union movement, with more radical (frequently Communist) and more moderate wings; struggle for internal union supremacy exacerbated volatility of government-union relations.

No set view is required, although stronger candidates will see that the reference to relations as ‘so poor’ will act as a discriminator. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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41 Assess the strengths and weaknesses of Margaret Thatcher as prime minister.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: Conservative election victory in 1979 and the beginning of an eleven-year premiership; Thatcher's ability to win elections (1983 and 1987 followed) an aspect of her strength; her relations with ordinary party members and her populist instincts; capacity for hard work and clear enunciation of policy; her relations with the USA and the EU; control over her Cabinet and ability after 1983 to appoint disproportionate number of ministers who followed her brand of Conservatism; many saw her determination to face down Argentina over occupation of the Falklands (1982) and her defeat of the mineworkers during their lengthy and bitter strike (1984–85) as indicators of strength; the privatisation strategy and the sale of council houses; Thatcher's later years in office (after 1987) often seen as less effective; economic recession and tumbling share prices from 1987; growing conflict with Cabinet members, including high-profile resignations (Heseltine and Lawson) and determination to push ahead with the unpopular 'Poll Tax'; Conservative perception that the next election unwinnable with her as prime minister; the reasons for her fall in 1990.

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. Using evidence such as that in AO1 above, discussion may centre on: wherein lay her 'strength'; her ability to change the political agenda with long-term success of 'neo-liberalism' and monetarism in economic policy; strong relations with the USA (and especially Ronald Reagan) – a successful policy or one which emphasised Britain's drift towards 'satellite status'?; her policy on the EU (e.g. the rebate of 'my money'; the Bruges Speech, 1988) – a necessary and successful defence of national identities and interests against the onward march of 'the European super-state' or the beginning of Britain's marginalisation from the largest free-trade area in the world? Her populism made her the darling of the Tory party conference. Was that a strength or a weakness – much criticism, especially in the early years, of her over-simplification of complex policy (which she saw as civil-service obfuscation and an excuse for doing nothing when 'something' was imperatively needed)? Failure to gauge the strength of opposition to her leadership of the party from 1988–90 – considering herself invulnerable and increasingly detached from political realities?

No set view is required but better responses will see the need to provide a treatment balanced between strengths and weaknesses. Some answers might note that attributes which some would see as strengths in a famously divisive prime minister were seen as weaknesses by others. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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42 How effective, in the years 1997–2005, were the Blair governments’ domestic policies?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: promise of following a market-led economy based on low levels of taxation and incentives for growth; devolved some responsibilities to Bank of England for executing monetary policies in line with government guidelines (1997); on economic policy, the power and influence of Gordon Brown as Chancellor of the Exchequer throughout the period; Criminal Justice and Crime and Disorder (ASBO) Acts (1998); peace agreement in Northern Ireland (1998); devolution in Scotland and Wales; economic policies, including national minimum wage; Freedom of Information Act (2000), Crime and Security Act (2001) against terrorism, Criminal Justice and Police Act (2001) against anti-social disorder; NHS Reform (2002) reorganised functions of Health Authorities; Education Act (2002) largely concerned with securing a safe environment for children in school; expenditure on welfare; growth in proportion of national expenditure generated by central government; Civil Partnership Act (2004) gave new, legal recognition for same-sex partnerships; Higher Education Act (2004) raised tuition fees for students; Constitutional Reform Act (2005) created a new Supreme Court and removed Law Lords from the House of Lords.

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. Drawing on factors such as those identified in AO1 above, discussion may centre on: Blair’s political effectiveness; three successive general elections won (1997, 2001 and 2005), the first two with huge majorities; Blair the longest-serving Labour prime minister; ‘New Labour’ succeeded in decontaminating the Labour (big-state, high taxation) ‘brand’; this success may have been exaggerated by weakness and division in Conservative party; economic policies may be seen as broadly successful in terms of growth and national sense of wellbeing, but they operated in the context of a wider economic boom across most of the western world and beginning before 1997; extent to which Blair and Brown can claim credit is debatable; policy enshrined many aspects of Thatcherite neo-Liberalism; government expenditure grew rapidly during the boom. Candidates may argue that devolution in Scotland and Wales has worked effectively, although the inconsistency implicit in the ‘West Lothian question’ (Scottish and Welsh MPs able to vote on issues concerning England alone but not *vice-versa*) not addressed. Overall legislative record may be seen as mixed: much social legislation concerned with private freedoms; substantial emphasis on anti-terrorist measures and supporting the police against anti-social behaviour; Higher Education policy controversial. Candidates may argue that Blair’s domestic policy knocked off course first by 9/11 and the anti-terrorist legislation (some of it panicky) which followed, and then by the decision to support the US in invading Iraq (2003).

No set view is required, though better responses may focus on the impact of the Blair governments’ domestic legislation and, therefore, on its consequences. Some may wish to provide a balance sheet of successes and failures. A few may suggest that any judgement of the very recent past must be both cautious and highly provisional. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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Section 9: Themes c.1914–2000

43 Assess the extent to which women’s opportunities in the workplace changed in the period c.1918–c.1980.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of a significant theme. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the role of women in the family; changing opportunities in the workplace and how long they lasted and how widespread they were; expansion of opportunities for professional women, especially women graduates; the Sex Disqualification (Removal) Act (1919), lifting legal restrictions on entry to professions; raising of the age of consent to 16 (1922); lack of change by 1939 in the proportion of married women in employment (about 10%), in 1911 (about 10%), and only a slight increase in the proportion of single women (by 1939, just over 70%). The effect of ‘the marriage bar’ in teaching and in the post office, in tying women to a predominantly domestic environment; more clerically-based jobs available after 1918 for women with shorthand and typing skills. Increased work opportunities during the Second World War; lower birth-rates post war afforded greater opportunity for women to return to work for longer after childbirth; important changes in opportunities for married women – in 1939, about 1m were in the workforce with married women outnumbered more than 4:1 by the unmarried; in the late 1950s, numbers were roughly in balance and by 1981, married women outnumbered unmarried women by almost 3:1. Opportunities were more limited after 1945 for working-class women in declining industries, particularly textiles. More flexible forms of work available from later 1950s, considerably more part-time work.

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, better responses should be able to select their material from across its broad chronology. The discussion may centre on women’s changing importance in the workplace. Drawing on specific material identified in AO1 above, evaluation should be made of changes in: the size and composition of the female workforce; greater opportunities for women, especially in middle- and upper-class occupations; the impact of substantially increased educational opportunities for women, especially from 1945, to pursue careers in management and professional opportunities in both public and private sector; the impact of a more prominent ‘equality agenda’ after 1945.

No set view is required, though better responses may note the importance of concentrating on the *extent* of change. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. A sense of context and change over the period will help to produce an appropriate evaluation.

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.

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44 ‘Good intentions but ineffective outcomes.’ To what extent do you accept this assessment of education policies in the period c.1930 to c.2000?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of a significant theme. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the Spens Report (1938) advocating free secondary education for all and a tripartite system; Butler Education Act (1944), abolition of elementary education, selection for secondary education, raising school leaving age to 15; expansion of Higher Education on recommendation of Robbins Committee (1960); development of comprehensive education system (from late 1950s) and most LEAs withdraw 11+ selection by mid-1970s; school leaving age raised to 16 (1973); Callaghan and the ‘Great Debate’ on education (1976); Education Reform Act (1988) introduces a National Curriculum to be compulsory in state-funded schools; publication of School League Tables (under 1992 Schools Act), LEA control of education weakened; further expansion of Higher Education, though without commensurate increase in government support. Government education budget rose from approximately £65m in 1930s to £23956m in 1990, although the proportion of GDP spent on education was declining by the 1980s.

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, better responses should be able to select their material from across its broad chronology. The discussion may centre on: intentions of government, which many will argue were to improve the accessibility, quality and range of state education; effectiveness of education on offer affected by diverse local authorities – some Local Education Authorities were much more interventionist than others; impact of selective education from 1944 – substantially greater opportunities for those passing 11+, and for girls more generally, but highly controversial because seen as unfair; the intentions and the outcome of the comprehensive experiment; difficulties in achieving parity and like intakes between schools and, particularly, between areas with different social make-up; Callaghan’s intention in launching his ‘Great Debate’ on educational quality and provision; did much of a debate occur and how much changed? The intention of the National Curriculum was to provide an effective basis for education grounded in secure knowledge; with so many voluntary ‘abstainers’ in the private sector, how effective could it be? Two aims in publishing League Tables of educational performance were greater ‘openness’ and ‘driving up standards’: how effective were they? Did standards improve in consequence or was the main impact the creation of not-to-be-missed opportunities for ‘gaming’ by head teachers and suddenly ‘religious’ middle-class parents?; how effectively was government money spent?; the expansion and diversity of higher education; did more mean worse or merely ‘worse funded’ with universities learning to do more with less (and other clichés)?

No set view is required. Better responses will see the need to provide informed and focussed discussion on both the intention and the outcome of key educational changes. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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45 'By 2000, Britain had become "an unselfconsciously multi-cultural society." Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of a significant theme. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: key legislation concerning multi-culturalism, including: Race Relations Act (1965) outlawed discrimination on grounds of colour, race, etc.; amended 1968, 1976 and 2000; the British Nationalities Act (1948) conferring the status of 'British subject' on all Commonwealth citizens, while later legislation, including the Commonwealth Immigrants Act (1962) and the Immigration Act (1971), was designed to prevent unrestricted immigration. The British Nationality Act (1981) and the 1988 Immigration Act further tightened controls. Other factors: influence of trade unions in outlawing racial discrimination; decline of racial antagonism in periods of economic boom; the growing influence of popular culture, especially the success of black singers from Britain and the USA; evidence of limited multi-cultural awareness: longer-term impact of Powell's 'rivers of blood' speech (1968); racial aspect of riots such as those in Notting Hill (1958), St Pauls, Bristol (1980), Birmingham and London (1985) also suggest that racial antagonism was prominent; perhaps decline in racial hostility during periods of high employment and economic boom, as for much of the 1990s.

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, better responses should be able to select their material from across its broad chronology. Drawing on information such as that contained in AO1 above, the discussion may centre on: extent of racial tension after a period of substantial immigration and extent to which that diminished over time; weakening of reactions based on prejudice or 'fear of the other' once immigrants and others from diverse ethnic origins become established in workplace and, possibly later, given neighbourhoods; extent to which the arts in general, and popular culture in particular, have generated mutual respect across racial and ethnic differences; the influence of the USA; sympathetic portrayal of different ethnic minorities in television (as, for example, in *Diff'rnt Strokes*). On 'unselfconsciously', comment should be made on how the significance of ethnic diversity manifests (or does not manifest) itself in given social situations, such as workplace, at leisure, etc. On the other side of the argument, intermittent success of extremist political parties, such as the British National Party, largely on racial grounds; geographical differences in extent of multi-cultural awareness; perhaps most multi-cultural awareness in areas of highest immigration, particularly in London, and least in areas of least recent social change, particularly in rural areas and, geographically, in the South-West.

No set view is required but better responses will see 'unselfconsciously' as a key discriminator and will discuss whether racial differences are accepted as 'normal' without hesitation or thought. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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46 How important was the cinema in the development of popular culture in Britain in the period c.1918 to c.1960?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of a significant theme. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the cinema in the years of ‘the silent screen’; the development of ‘talkies’ and their success after *The Jazz Singer* (first released 1927); the declining importance of British films (25% in 1914 and only 5% by mid-twenties) as US films, reflecting a wider US culture, dominated the market – popularity of US culture; the years of mass popularity in late 1920s and 1930s; importance of cinema during wartime, partly for news but mainly for pro-war effort propaganda dressed up as entertainment; post-war cinema saw a rapid decline in numbers of British cinema screens (4700 in 1945 to 3000 in 1960); the impact of popular television (which screened films anyway) on ‘going to the cinema; challenge to cinema first from radio but mainly from television, though cinema still a dominant leisure form in 1960.

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, better responses should be able to select their material from across its broad chronology. The discussion may centre on: the distinctiveness of early cinema, low ticket prices and cheaper seats building a mass audience in the 1920s; huge popularity of ‘talkies’ and cinema as the dominant leisure activity for many in the 1930s; importance of ‘technology lag’ – the radio was making an impact for entertainment as well as education in later 1920s and 1930s, but television (which could compete directly with the cinema) not developed until mid-1930s and not an item of mass consumption until the 1950s; the age profile of cinema attendees – particularly attractive for the younger and especially so for ‘courting couples’! Other popular-culture competitors included: musical halls and ‘palace of varieties’ (diverse forms of entertainment developed in the Victorian period but still drawing substantial audiences until the mid-1950s); dance bands and halls (with, in addition to popular music, the attraction of ‘partner propinquity’; jazz ‘sessions’; musical theatre (with the US again to the fore via Irving Berlin, Rogers and Hammerstein, etc.); theatre productions of light comedies and ‘comedy thrillers’; reading of popular and predominantly romantic novels increased in an age of mass literacy. The extent to which cinema held an advantage over competitors until the advent of mass TV at the end of the period under discussion.

No set view is required but better responses may discuss the importance of cinema within a wider popular-culture context since the focus of the question is on the *relative* importance of one selected factor. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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	Pre-U – May/June 2014	9769	13

47 Why was the National Health Service such an important political issue in the period 1948 to c.2000?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of a significant theme. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the establishment of the NHS after much opposition within the medical profession; the importance of Beveridge’s key principles on welfare and the central role of the NHS in providing free care to all ‘at the point of use’; introduction of prescription charges (1952); the NHS funded by taxation, so providing that rich would pay more for healthcare under the NHS than the poor, because they paid higher taxes; the availability of both general practitioners and specialist consultants within the NHS framework; emphasis on preventive medicine, including vaccination of healthy infants as well as ‘cures’. Key changes during this period include: reorganisation in 1973–74, which created 14 Regional Health Authorities covering all aspects of NHS work; simplification of administrative structure (1982) with abolition of area authorities, leaving NHS with District Authorities supervised by Regional Health Authorities; Community Care Act (1990) bringing about an ‘internal market’ with health authorities managing their own budget; the establishment of the first Trusts (1991).

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, better responses should be able to select their material from across its broad chronology. The discussion may centre on: the notion of the NHS as a communal resource which excluded no one; the growing costs of the NHS, including those which came because NHS care enabled more to live longer and thus also to draw on the communal resource for longer; NHS as the victim of its own success; increasing sophistication and, therefore, costs of medical treatment; attempt to rein in costs leading to heated debates about appropriate structures and how the original principles underpinning the NHS could be maintained; the market experiment of the early 1990s and the political sensitivities raised; NHS issues became more politicised as the unsustainability of the original model had, reluctantly, to be accepted by all three parties.

No set view is required, although better responses will see that the key phrase in the question is ‘important political issue’ and will present arguments to explain why the NHS became so sensitive politically. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.

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	Pre-U – May/June 2014	9769	13

48 'In the last thirty years of the twentieth century, the ethics of professional sport were undermined by those of big business.' Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of a significant theme. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: a range of sports and how these changed over the period c.1970–c.2000; the impact of TV in bringing more sport into the home; greater emphases on both professionalism and monetary reward; growing importance of effective financing of what were complex and wealthy organisations also at the heart of many fans' lives; massive investment in certain sports, particularly association football but also tennis and Formula 1 motor racing. Previously amateur sports, such as Rugby Union and athletics, became increasingly professional; the Olympic Games as big business and, often, highly risky national financial investment; Sky television and the coverage of sport; still greater rewards for success, while failure was often not only competitive but financial; incentives to stretch the rules, and also to cheat, became greater in phase with the rewards for success; sport and drugs; 'professional' fouls; increased penalties for those who broke the rules in an attempt to make punishment fit perception of the crime.

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, better responses should be able to select their material from across its broad chronology. Here, candidates can choose examples from a range of sports, though most will concentrate on association football, as the most popular spectator sport of all. The discussion may centre on: the impact of big business on sport; how, and to what extent, investment and high reward changed the nature of sport and, with that, its ethical basis; the extent to which the Corinthian ideal was at odds with the profit rationalisation of big business. Most candidates are likely to agree that big business has significantly changed professional sport. Some stronger candidates may argue that change does not equate to 'undermine': greater professionalism linked with higher standards of achievement, not all of them illegally obtained!; business ethics have contributed to the greater regulation of sport – more rules, higher penalties for infringement; business investment in more sophisticated means of detecting illegal practice. On this analysis, big business involvement has benefited sport, rather than undermined it.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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.