



# Cambridge Pre-U

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**HISTORY****9769/13**

Paper 1c British History Outlines 1688–c.2000

**October/November 2020**

MARK SCHEME

Maximum Mark: 90

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**Published**

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

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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**Generic Marking Principles**

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

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

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

**GENERIC MARKING PRINCIPLE 2:**

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

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

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

**GENERIC MARKING PRINCIPLE 4:**

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

**GENERIC MARKING PRINCIPLE 5:**

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

**GENERIC MARKING PRINCIPLE 6:**

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

**Introduction**

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

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

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

**Band 5: 25–30 marks**

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

**Band 4: 19–24 marks**

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

**Band 3: 13–18 marks**

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

**Band 2: 7–12 marks**

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

**Band 1: 1–6 marks**

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

**Band 0: 0 marks**

No evidence submitted or response does not address the question.

## Section 1: 1688–1760

Question	Answer	Marks
1	<p><b>‘How effective were the domestic policies of Queen Anne’s governments in the years 1702-1714?’</b></p> <p>AO1/2 – A favourable verdict on the reign and its ministers is that it was a period when parliament supported Britain becoming a great military power on land as well as its power at sea and the union with Scotland created a united kingdom which resolved the disputes earlier in the reign and saw off a Jacobite threat. It has been seen as establishing an economic and political base for eighteenth century developments. Ministers were able to persuade parliament to support a moderate Whig and Tory alliance and there could be discussion of the management of politics by Harley and Godolphin. On the other hand, there was factiousness in parliament and intrigue at court which was difficult to check, and there was indication of unrest in the Sacheverell Affair which showed the weakness of the Whig ministers.</p>	30

Question	Answer	Marks
2	<p><b>How much, in the years 1689–1714, did Britain’s successes in war owe to effective diplomacy?’</b></p> <p>AO1 – Candidates may demonstrate knowledge of: the alliances into which England entered, particularly with the United Provinces (1689); subsidy agreements; importance of links with Sweden from 1698 and with the Empire; the importance of coalition building; the significance of war in Britain’s overall strategy both for defence and for establishing a more central European role.</p> <p>AO2 – Candidates may show understanding of the importance of ‘how much’. The analysis may consider the relative importance of diplomacy which frequently led on to ‘treaty building’, as opposed to success in military conflict against the French (especially Blenheim &amp; Oudenarde). Also, with William III on the throne, a more engaged interest emerged, the European mainland. The return of the Whigs from European exile was also important as was England’s growing role as a major trading nation. Candidates might argue that William’s influence grew and that he left a legacy which stressed the importance of a significant role in Europe. By the end of Anne’s reign England/Britain (after 1707) was a nation to be reckoned with.</p>	30

Question	Answer	Marks
3	<p><b>To what extent, by 1760, did the Scots have cause to consider that they had profited from their Union with England in 1707?</b></p> <p>AO1 – Answers may demonstrate knowledge of developments in Scotland after 1707 and may also indicate the extent of change brought about by the Union. Many candidates will see the need to discuss political, social and economic factors. Some may note that the taxation burden on property owners was generally lower in Scotland than in England. Candidates might suggest that peasants had less cause to welcome Union than did the professional and trading classes. Union did not significantly increase concern with Scottish affairs at Westminster.</p> <p>AO2 – Answers may show understanding of the importance of ‘extent’. Many are likely to argue that property owners in Scotland prospered from a much closer relationship with England as a trading nation. Union gave them access to markets previously closed. Important developments – notably educational and religious ones – remained substantially under Scottish control. Scottish law also remained largely separate from English. Some might argue that the lower orders had less to celebrate, especially the peasantry. Others might make a geographical distinction between highland and lowland Scotland, arguing that the former did less well than the latter, a gap between rich and poor which was, in 1760, about to widen further.</p>	30

Question	Answer	Marks
4	<p><b>What best explains British successes in the Seven Years’ War?</b></p> <p>AO1 – Considerable emphasis may be placed both on Pitt’s leadership during the War and also on the abilities of British commanders on land and at sea. The key successes against the French were in both India and Canada. It could be argued that the European alliance against Britain overreached itself. In particular, Britain was able to exploit France’s need to defend its European territories. France was over stretched.</p> <p>AO2 – The question’s focus is on the relative importance of the factors which enabled British success at war. Some may stress the importance of the Elder Pitt’s leadership, also making a judgement about how far those successes were of Pitt’s own making. Some may argue that military victories were more important for overall success than was Pitt’s administrative skill and his leadership in Cabinet. Some may suggest that the contribution of others in Westminster, notably the Duke of Newcastle, deserve at least as much credit as did Pitt. Effective parliamentary management was important for the voting of funds to prosecute the war with direction and vigour. Other responses might argue that, although Pitt’s leadership was highly significant, the wider issues concerning a trading nation at war might be at least as important. The weaknesses of the central European alliance in comparison with the limited, but practical, aims of the new Anglo-Prussian alliance could be analysed.</p>	30

Question	Answer	Marks
5	<p><b>'In the first half of the eighteenth century, the Church of England entirely failed to meet the challenges which it faced.' Did it?</b></p> <p>AO1 – Candidates may have knowledge about the organisation and 'mission' of England's state church. Many candidates are likely to have knowledge about the inadequacy of many clergymen's stipends and also about a linked deficiency – livings in plurality. These were substantial challenges as, of course, was the considerable expansion of non-conformity, especially in growing industrial and mining areas. Candidates may know about the political role of senior clerics, especially as supporters of the Whig party.</p> <p>AO2 – Candidates may show understanding of the importance of 'entirely failed'. Candidates may present a case which weighs the evidence on the extent to which the Church was fulfilling its ecclesiastical role. Some may argue that attacks on the clergy have tended to exaggerate its failings. Some Bishops were effective clerics who provided both strong leadership and close supervision of the clergy in their dioceses. Candidates may conclude that, although weaknesses were not difficult to find, the judgement that the Anglican Church 'entirely failed' is too harsh.</p>	30



## Section 2: 1760–1815

Question	Answer	Marks
6	<p><b>How successful a monarch was George III in the years 1760-1775?</b></p> <p>AO1 – Answers may deal with George’s kingship from his accession to the outbreak of war with the American Colonies. They may show understanding of George’s relations with parliament and his selection of ministers. They might also note that contemporary politicians criticised him for working with ministers ‘behind the curtain’ rather than openly through parliamentary legislation after thorough debate.</p> <p>AO2 – Candidates may be aware that the focus of this question is on the abilities and overall effectiveness of George III. They might emphasise his self-promotion as ‘a Briton’ in contrast to his Germanic grandfather and Great-grandfather. George might be said to have used patriotism effectively. After early fumbles, also, he found Lord North to be a Prime Minister who could be trusted to introduce and then support measures which George supported. This led to frequent clashes with Whig opponents. His abilities helped to keep North in office throughout the 1770s. Against this, though keeping the American colonies British was a key objective for George throughout the 1770s, he was not able to prevent the outbreak of the war which eventually led to their loss.</p>	30

Question	Answer	Marks
7	<p><b>Assess the consequences for Britain in the 1780s of the loss of colonies in America?</b></p> <p>AO1 – Although the reasons for the loss of the Colonies are not irrelevant the emphasis here may be on relations between Britain and the independent colonies from the early 1780s onwards. Candidates might emphasise the growing commercial relationship which was only briefly interrupted in the early 1780s and during the Anglo-American War of 1812–1814. Candidates might also note the significance of the Jay trade treaty of 1794 – a treaty ‘of Amity, Commerce and Navigation’.</p> <p>AO2 – Candidates may be aware that the focus of this question relates to a judgement about Anglo-American relations. Candidates may contrast the feeling of humiliation in 1783 with generally satisfactory relations between old nation and new thereafter down to 1814–1815. They could argue that the key to explanation is ‘commerce’. America quickly proved one of the most lucrative British markets. Against this, the United States remained highly wary about the presence and activities of British naval vessels on its east coast. It was the reason for an American declaration of war on Britain in 1812. Arguably, less suspicion over shipping might have enabled Britain to make a greater contribution to the coalitions against Napoleon – so not an unambiguous ‘blessing’.</p>	30

Question	Answer	Marks
8	<p><b>Assess the effectiveness of the domestic policies of Pitt the Younger in the years 1783–1793.</b></p> <p>AO1 – In finance, Pitt’s emphasis was on reducing British levels of debt and it is relevant to mention the Sinking Fund (1786), which was successful until the outbreak of war with France. Candidates may also know about: Pitt’s policies on taxation and their variable success; legislation to make smuggling less attractive; the reduction of import duties on tea as part of an increase in the range of items subject to taxation. On administration, Pitt sought to increase efficiency, making appointments favouring those known to be efficient rather than merely well connected. Those who had proved their ability to organise effectively.</p> <p>AO2 – Candidates may understand that this question requires a judgement to be made on Pitt’s key areas of domestic interest. Some many argue that Pitt’s policies were effective overall in this period, especially considering the levels of government debt which he inherited in 1783. Others might conclude that the range of Pitt’s taxation policies attracted widespread evasion and resentment others might conclude that his policies were effective only during peacetime. Some might argue that Pitt’s policies were not so much effective as eye-catching, generating high levels of opposition, not least from the Foxite Whigs. The extent to which government finances were stabilised in this period, however, make it difficult to argue that Pitt’s policies were effective to a substantial degree.</p>	30

Question	Answer	Marks
9	<p><b>Assess the impact of the French Revolution on Britain in the 1790s.</b></p> <p>AO1 – Two key developments were the rapid expansion of political protest, particularly by the lower orders out of parliament, and the creation of a strong conservative alliance led by Pitt from 1794 when the Portland Whigs joined Pitt. They might also note the impact of propaganda by both the pro-radical and the conservative groupings. Tom Paine and the radicals drew on the political thinking of the Enlightenment which challenged autocracy. They were fighting an ideological battle.</p> <p>AO2 – Explanations might focus on the impact of ideas from France on a changing society with social and economic discontents and hence popular protests. The sympathy of elements of the political class with the reforming ideas and the lack of sympathy with the French monarchy until its overthrow. The lack of political reform opened up British life to challenge from the Revolutionary ideas. Some distinction might be made between the early 1790s and the later 1790s after the death of Louis XVI, the war and the terror which produced a conservative reaction and an acceptance of ‘Pitt’s terror’ and a restriction on liberties.</p>	30

Question	Answer	Marks
10	<p><b><i>(Candidates offering Paper 5g: Napoleon and Europe, should not answer this question.)</i></b></p> <p><b>‘Victory was entirely dependent on the navy.’ Is this a valid judgement on why Britain emerged triumphant from the French Wars of 1793 to 1815?</b></p> <p>AO1 – Answers may well refer to key naval operations, such as the ‘Glorious First of June’ (1794), Camperdown (1797), Copenhagen (1801) and Trafalgar (1805). They may also select evidence relating to other aspects of the Wars, including Britain’s land campaigns, its policy of offering subsidies to persuade other nations to join in an-Anti-French coalition. They might also refer to the impact of Napoleon’s disastrous Russian campaign of 1812.</p> <p>AO2 – Candidates may understand that this question requires them to reach a judgement about the relative importance of the British navy in securing eventual victory over Napoleon. They are likely to conclude that the Navy was important not least because it prevented Napoleon from mounting an invasion of Britain, thus making Britain more secure during a period when almost no other states could mount attacks on him. Some could go on to argue that naval mastery aided Britain during Napoleon’s ‘economic war’ on Britain from 1806. Other factors which could be used to identify other important factors helping to explain Napoleonic defeat: Wellington’s successes in the Iberian Peninsula; a critical payoff for the vastly expensive policy of subsidies eventually (from 1813); the value to the British war effort of its colonies; the impact of Russia’s response to the French invasion.</p>	30

## Section 3: Themes 1689–c. 1815

Question	Answer	Marks
11	<p><b>What best explains why relations between Catholics and Protestants in Ireland were frequently so poor in the period 1689-1801?</b></p> <p>AO1 – Some key features include: the generally wide gap between living standards of the two groups; Protestant advantages over Catholics in wealth and job opportunities; Protestant control of law and politics; the widely held Protestant view that Catholics were an inferior race and anyway dominated by an often ill-educated priesthood loyal to the Pope.</p> <p>AO2 – The question requires a conclusion about the reasons for animosity between Catholic and Protestant. Answers might consider Protestant rule oppressive. Protestant lack of sympathy with Catholicism was a source of mutual distrust. Protestant antagonism to Catholicism is associated with political struggles deriving from William III's victory at the Battle of the Boyne (1690). Protestants considered the Catholic majority to be a likely source of manpower to support invasion attempts to invade Great Britain/ United Kingdom.</p>	30

Question	Answer	Marks
12	<p><b>'The rapidity and extent of economic change in eighteenth-century Britain owed most to a revolution in agriculture.' Did it?</b></p> <p>AO1 – This question is about revolutionary change in both industry and agriculture. They may have an overview of the interplay between manufacturing and commercial interests and the interests of landowners. Candidates may know that what many economic historians call 'the agricultural revolution' of the 18th century and the factors involved in, for example, increased agrarian investment, new agricultural methods and the consequent increase in output.</p> <p>AO2 – The question requires a justified conclusion about the relative importance of agricultural change within the wider context of substantial economic and social change. Most are likely to argue that trade, industry and commerce were more important overall. However, it is possible to argue for the greater importance of agricultural change. At the least, rapid economic growth relied to a considerable extent on a close relationship between agriculture and industry. The growth of the latter would have been stunted without efficient and durable supply lines between food and factory floor. On the other side of the fence, some candidates may challenge the idea that developments in 18th century agriculture constituted a 'revolution' and use this to argue that agriculture had only a limited role in economic change during the 18th century.</p>	30

Question	Answer	Marks
13	<p><b>Why was population growth in eighteenth-century Britain so rapid?</b></p> <p>AO1 – Factors include: the lowering age for first marriage; increased birth rates; death rates (which were high) nevertheless showed some degree of decline; urban expansion provided opportunities for earlier economic independence particularly among young males.</p> <p>AO2 – Answers may be aware of the relative importance of factors stimulating population growth. They may discuss the importance of changing rates of population growth. The 1720s and 1730s saw relatively little population growth in comparison and the second half of the 18th century much more. Some may argue that population growth was so great because of employers' need for more labour to meet demand for manufactures and the interplay between commercial expansion and some degree of immigration. Answers may address the significance of 'so rapid' as opposed to merely 'rapid'. The first factor was unprecedented (so far as is knowable), the second a cyclical phenomenon.</p>	30

Question	Answer	Marks
14	<p><b>Assess the view that eighteenth-century intellectual life in Scotland was more vigorous than it was in England.</b></p> <p>AO1 – Answers may compare and contrast the substantial contributions made by key figures such as Adam Smith in Scotland and Joseph Priestley in England, both of whom made major contributions to the spread of learning. Some also argue that English universities contributed more to theology than they did to developments in science.</p> <p>AO2 – Answers may show awareness that this question requires a straight comparison between Scotland and England. They may argue that, although its extent and influence may have been exaggerated, the Scottish Enlightenment made a substantial contribution to intellectual life and to the 'onward march of rationality and reason'. They might also argue that the Scottish contribution was the greater not only because of its more extensive, and generally coherent, educational developments but also because these developed from a smaller base of population.</p>	30

Question	Answer	Marks
15	<p><b>Why, during the eighteenth century, did Britain increasingly look outside Europe for new opportunities in trade and colonisation</b></p> <p>AO1 – Britain relied on imported raw materials and these were used to increase industrial output, particularly in the North of England, South Wales and central Scotland. There may be consideration of the capital available for ventures and the considerable profits to be gained, for example in India.</p> <p>AO2 – Candidates may be aware that this question requires candidates to explain the importance of linked phenomena. They may argue that colonies were acquired not primarily to increases in political power but to support the ever-growing demand for commercial ventures, especially in areas with substantial potential for development. They may also suggest that it was generally more profitable to open up opportunities in Asia, India and the Caribbean, than to remain dependent on trade, especially with northern Europe.</p>	30

Question	Answer	Marks
16	<p><b>Why did eighteenth-century London experience so much social change?</b></p> <p>AO1 – Relevant factors include: migration into London from the countryside; the development of trade, commerce and the financial services to support them; ship-building and the workers, both skilled and unskilled who came to London to satisfy the demand for labour; the growth of leisure industries – especially theatre and music.</p> <p>AO2 – Some might argue that London's social change is explained to a considerable extent by population growth and new opportunities. Discussion concerning the amount of social change might include such diverse factors as: London's growing international importance as an increasingly powerful European capital; a growing market for diverse skills – London was not primarily a factory-based city but its range of specific manufacturing skills grew substantially in the eighteenth century; London's dockland offered opportunities for semi-skilled and unskilled labourers; the increasing numbers and wealth of the middle ranks opened up opportunities for domestic servants; leisure opportunities also increased for both rich and poor; the presence of a generally wealthy political class also contributed to social change – politicians remained in London for a longer period of the year than had been the case previously.</p>	30

## Section 4: 1815–1868

Question	Answer	Marks
17	<p><b>Why did Lord Liverpool remain prime minister for so long?</b></p> <p>AO1 – In explaining the length of his ministries, Liverpool’s abilities as a Prime Minister could be discussed; the importance of successful termination of the wars; the ability to respond to the need for change; possible rivals; fear among his supporters of radicalism and support for repression; support of the crown.</p> <p>AO2 – Candidates may concentrate on a discussion of Liverpool’s abilities and also on the ‘climate of the times’. They might note that Liverpool was a generally effective man-manager and was respected by many, not least those who might have been rivals (Canning, Huskisson, Peel) for the premiership. They might concentrate on Liverpool’s becoming Prime Minister just as the French Wars looked likely to be won. Liverpool also had the support of George IV in the vital early years of his premiership.</p>	30

Question	Answer	Marks
18	<p><b>‘The 1832 Reform Act was passed to strengthen aristocratic power rather than to increase the influence of the middle classes.’ Was it?</b></p> <p>AO1/2 – Arguments that the Act did increase the influence of the middle classes might point to reform arising from middle class agitation; to the reduction of some rotten boroughs; to the greater representation of some industrial and urban areas. The counter view is that the bill only appeared to give substantial change, actually increasing the influence of traditional aristocracy; there was no secret ballot; increases in franchise was modest; as well as losing rotten boroughs, some popular boroughs lost electors; there was no enfranchisement of the lower orders and still property qualifications kept the overall electorate relatively small. The power of the crown over elections was reduced while the people had limited voting rights, therefore increasing the power of the ruling class.</p>	30

Question	Answer	Marks
19	<p><b>How successful was British foreign policy in the period 1830-1846?</b></p> <p>AO1 – Policy was dominated by leadership of Palmerston, foreign secretary for all but the last five years of the period and a brief interlude in 1834–35. They are also likely to dwell not only on policies but on their presentation. Many considered it boorish and with pronounced populist style. Candidates are likely to select issues such as: independence of Belgium (1839); Quadruple Alliance (1834) brokered by Palmerston secured terms which blocked absolutist candidates for the succession to the Spanish and Portuguese thrones, securing it for the two infant Queens. Palmerston’s successful support for the Ottoman Empire in its struggle with Egypt (1840–41); brief, successful war against China (1839–42) secured a favourable peace. Under Aberdeen, effective diplomacy and agreement over the frontier between the USA and Canada (1842)</p> <p>AO2 – Under Palmerston, considerable power-broking which strengthened Britain’s influence both in Europe and the Middle East. In the Peel government (1841–46), Aberdeen obtained what turned out to be a permanent US/Canadian frontier. Candidates arguing that foreign policy success was limited might stress: how apparent British dominance in Europe built up resentment, and especially in Russia; how in the Americas, Aberdeen was unable to secure a balance of power; and whether what was widely considered to be Palmerstonian bluster was counter-productive, alienating orthodox, and influential, diplomats and rulers – not least Queen Victoria.</p>	30

Question	Answer	Marks
20	<p><b>Did the Chartist movement have any realistic prospect of success in the years to 1848?</b></p> <p>AO1 – Chartist objectives, were summarised in the ‘six points’ but were not restricted to them. Chartist objectives were for an adult male suffrage. The means used by Chartists were mass meetings, newspapers favourable to the Chartist cause, petitions – and, for a minority, active revolutionary objectives.</p> <p>AO2 – Answers need to reach a judgement about the extent of the Chartist threat to the political <i>status quo</i>. Most are likely to argue that the State had substantial resources at its disposal. Armed forces were prepared for a revolutionary threat, middle-class pressure for reform was substantially reduced after 1842. The Chartists disagreed among themselves on tactics and priorities. Against that, the movement had an educative focus which it exploited confidently. Effective educational initiatives could legitimately be seen as a successful Chartist legacy.</p>	30



Question	Answer	Marks
21	<p><b>What best explains why the Whigs were the dominant political party in Britain in the years 1846–1868?</b></p> <p>AO1 – Many may see the question as primarily concerned with the impact of Corn Law Repeal and the split in the Conservative party which it caused. Candidates may also be aware that Derby was Conservative leader throughout virtually the entire period covered by this question. They may also know that the period included coalitions which complicated the calculation about Whig successes.</p> <p>AO2 – Answers may offer reasons to explain why the Whigs were more often in power than not in this period. Many will see the Tory split in 1846 as critical. Others may argue that, one way or another, most of the ablest young Tories ended up in the Whig party or were influential in Peelite/Whig coalitions. They may also discuss the relative importance of the factors which they identify. They are likely to discuss: the leadership of Lord John Russell; also Palmerston’s influence, especially as prime minister; Gladstone’s impact, especially in the late 1850s and 1860s. On the Conservative side, Disraeli, the ablest of the younger Tories, was also a divisive figure who had to counter considerable antisemitism and who made relatively little impact until 1867; the quality and effectiveness of Derby’s leadership; the role played by Disraeli, including in his government of 1868; the impact of Liberal economic and commercial policies. Some candidates might argue that the Liberals usually had both a stronger ‘team’ than the Conservatives (who had ‘lost’ Gladstone to their opponents) and policies which appealed to many middle-class voters.</p>	30

## Section 5: 1868–1914

Question	Answer	Marks
22	<p><b>“In domestic affairs, Disraeli’s government of 1874–1880 achieved little.’ Discuss.</b></p> <p>AO1 – The main reforming legislation – all of it permissive – was passed in the early phase of the government: a more liberal Licensing Act; a Factory and Workshops Act (1878); the ‘Sandon’ Education Act (1876); a Conspiracy and Protection of Property Act (1875); a Merchant Shipping Act (1876); a Friendly Societies Act (1875); a Sale of Food and Drugs Act (1875).</p> <p>AO2 – Answers may assess the validity of the judgement offered. They might suggest that the ‘social’ legislation of the mid-1870s significantly extended the role of the state, although the Royal Titles Act might suggest that Disraeli’s interest in it was more populist than practical. Candidates might argue that the Artisans’ Dwellings Act (1875) was a substantial piece of legislation, although little used by local authorities in its early years. Candidates arguing for the validity of the judgement offered in the question might note that the government’s enthusiasm for ‘social’ legislation waned after 1876. They might also conclude that its overall achievement in this field was limited.</p>	30

Question	Answer	Marks
23	<p><b>What best explains the Liberal defeat in the general election of 1874?</b></p> <p>AO1 – The Gladstone government of 1868-74 had passed a substantial amount of legislation, though much of it was administrative and lacked appeal with what was a much-enlarged electorate from 1867 Reform Act. Candidates may also know about Disraeli’s attacks on the government. The Liberals were divided about some key issues, had a patchy record in foreign affairs and faced some persuasive campaigning by Disraeli on internal reform and imperialism.</p> <p>AO2 – The question requires an evaluation of the reasons for Liberal defeat. Some may assess the effectiveness of Disraeli as the Conservative leader and in his attacks on the Liberal government, especially in 1872–74. They may argue that Disraeli’s support for the Empire was, alongside his attacks on Gladstone’s legislative programme, a key reason why the Conservatives won in 1874. Gladstone’s Licensing Act (1872) was particularly unpopular, as ‘rationing the working man’s beer’ though ‘tea-total’ pressure from non-conformists had made a significant impact within the Liberal party. The Conservatives did well in areas of high Irish population density because of British fears that an Irish influx would drive down workers’ wages. Gladstone was a less effective propagandist for his party than Disraeli was for his.</p>	30

Question	Answer	Marks
24	<p><b>What best explains why Britain was such an active participant in the ‘scramble for Africa’ in the 1880s and 1890s?</b></p> <p>AO1 – During this period Britain substantially increased its territorial hold over much of eastern, western and southern Africa. Candidates are likely to name a few new colonies, perhaps including its dominant influence over Egypt (from 1882), British Somaliland (from 1887) southern Africa (under British South Africa Company, from 1889) Uganda (1894). They may give other examples of trading colonies coming under British rule. They could also refer to the Berlin Conference of 1884, summoned to discuss imperial claims and how disputes between European powers might be peacefully resolved.</p> <p>AO2 – This question requires explanation of Britain’s increased involvement in Africa and that ‘best explains’ requires them to discuss the relative importance of a number of linked factors. The issues candidates are likely to discuss are: European resentment at Britain’s growing ‘portfolio’ of African territories; the limited success of the Berlin Conference; protecting and expanding trade routes; discovery of precious metals, especially gold and especially in the south of Africa; the continued importance of trading companies; imperial territory as an indicator of power and the need to secure continued economic influence in the African continent.</p>	30

Question	Answer	Marks
25	<p><b>How important was the contribution of the Marquess of Salisbury to the supremacy of the Conservative party in the years 1886–1902?</b></p> <p>AO1 – Salisbury was the dominant figure in the Conservative party in these years. He was also Prime Minister for 13 of the 16 years covered in this question. Candidates may also know something of Salisbury’s qualities. They are likely to include some of: shrewdness; tactical awareness; ability to lead the party without seeming overly dominant; diplomatic skills, both within Cabinet and with other countries; use of the contentious Irish question to solidify loyalty and unity within the Party.</p> <p>AO2 – This question requires discussion of the relative importance of several linked factors. Thus, they may note a number of factors identified in AO1 while also arguing that Gladstone’s obsession over Ireland became ever more divisive and damaging to his party. This made Salisbury’s success in unifying the Conservatives considerably easier. Some candidates may argue that Gladstone’s apparent obsession with Ireland did Salisbury’s work for him. Candidates might also note Salisbury’s ability to bring his party together in a Unionist Alliance which cemented loyalties in what was to become known as ‘The Conservative and Unionist Party’.</p>	30

Question	Answer	Marks
26	<p><b>‘British foreign policy in the years 1900–1914 contributed substantially to growing international tensions.’ Discuss.</b></p> <p>AO1 – Candidates may show an overall understanding of Britain’s role in the years before 1914. They might note the implications of Britain’s status as a – perhaps <i>the</i> – ‘great power’ state. Some candidates might identify reasons for growing tension in the Balkans. Some might concentrate on the <i>Entente Cordiale</i> between Britain &amp; France. Others will note the importance of the arms race, especially between Britain and Germany, and the drive to sustain Britain’s naval supremacy.</p> <p>AO2 – Candidates may sustain a judgement on Britain’s involvement, diplomatic and otherwise. They may attempt to explain why the assassination at far-away Sarajevo was more important than any specific ‘blame’ which might attach to Britain. Candidates might use the wording of the question to reach a judgement by arguing that, while Britain was involved in an alliance system, it was part of a device which failed to prevent war. Some might qualify the judgement by arguing that Britain’s direct responsibility was limited. Using the wording of the question for this was limited. So, they might conclude that Britain’s foreign policy did contribute to the outbreak of war, but not ‘substantially’.</p>	30

## Section 6: Themes, c.1815–1914

Question	Answer	Marks
27	<p><b>Assess the importance of religion to the growth of Irish nationalism in the period to 1922?</b></p> <p>AO1 – Religion was a critical factor and may give examples of Catholic hostility to a political leadership permanently in the hands of a propertied and Protestant elite. Candidates may provide examples of growing nationalist awareness during the later nineteenth and early twentieth centuries.</p> <p>AO2 – The relative importance of a number of factors, of which nationalism is one may be considered. Answers may examine others factors – particularly, perhaps, radical politics – in order to concentrate on relative importance. They may also argue that nationalism became the dominant issue in the second half of the 19th century. Some candidates might argue that it is difficult to separate religious divisions from nationalist policies by the 1870s.</p>	30

Question	Answer	Marks
28	<p><b>How important was the contribution of women to the expansion of British industry in the first half of the nineteenth century?</b></p> <p>AO1 – Answers may provide information about women’s role within the factory system. Other examples of women’s role in the expansion of British industry could include the contrasting hosiery and mining industries. In both, women mostly worked for lower wages but usually in less exposed or dangerous activities. Women’s role in industry was important but usually subordinate while vulnerable to unemployment during trade depressions.</p> <p>AO2 – Answers may offer a judgement on the importance of women within British industry. Women worked in a variety of roles, and although there has been much concentration on their work in factories, more women worked in a range of ‘traditional’ occupations. As some candidates may say, it is difficult to get quantitative evidence to back up claims of ‘importance’ but qualitative evidence indicates that women, whether working in a factory or in domestic industry, played a significant role. This was often in tandem with child care.</p>	30

Question	Answer	Marks
29	<p><b>How important in this period were government initiatives in increasing educational opportunities?</b></p> <p>AO1 – There were government grants in support of education in England (1833), the establishment of an education inspectorate (1846) and teacher training. Other significant developments include the Revised Code (1862) and the Elementary Education Act (1870). For the better off, the Public Schools Act (1868) introduced regulation.</p> <p>AO2 – Answers may argue that government intervention was very important, for the working classes most of whom would have received little formal education. However, education was also provided both privately and by established local institutions in many villages and small towns. Skilled men's trade unions often provided education for their members' children and, via discussion groups and formal lectures, adults also. Many candidates will argue that government-supported education developed significantly during the nineteenth century while both the quality and extent of provision increased substantially in the last quarter of the century. The Fee Grant Act (1891), which provided grants to public elementary schools based on attendance, in effect made school attendance legally compulsory by 1902. Administrative change at the turn of the century was giving substantial numbers of children from poverty-stricken families opportunities to progress via secondary education out of poverty and into relatively well-paid jobs and careers.</p>	30

Question	Answer	Marks
30	<p><b>What best explains why novels became increasingly popular in this period?</b></p> <p>AO1/2 – There were cultural and social issues which produced opportunities for reading. They are likely to be aware of the range of novels produced during the nineteenth century and may make direct use of them in identifying relevant factors in society, including rising living standards. The quality and variety of novels which made them so popular could be set against other contextual explanations.</p> <p>Candidates may see the significance of 'best explains' here, assessing the relative importance of the factors which explained the increasing number of books published and read. Most candidates will see the link between rising living standards and more books being made available. Some will suggest that rising living standards are the main cause. Others will put the emphasis on increasing opportunities to read because of (somewhat) greater and wider cultural opportunities. Candidates might also indicate that, although novel-reading was increasingly popular, it remained largely an activity mostly aimed at the (relatively) well off. By the end of the century, novel-reading had more adherents but the increase in numbers from the lower orders remained limited until the last two decades or so of the century.</p>	30

Question	Answer	Marks
31	<p><b>To what extent was the growth of evangelicalism in nineteenth-century Britain evidence of dissatisfaction with the Church of England?</b></p> <p>AO1 – Evangelical revival began in the eighteenth century. There was also an important evangelical wing within the nineteenth-century Church of England.</p> <p>AO2 – Answers may be able to assess the strengths and weaknesses both of the Church of England and of evangelicalism. They may give examples of evangelical theology and of churches and chapels whose predominant features emphasise religious conversion and the power of scripture as set down biblically. There could be judgements about the overall health of the nineteenth-century Church. They might also offer a judgement on aspects of the Church of England's work which was not obviously inadequate as, for example, in its pastoral work. This was patchy but generally more effective in the later nineteenth century than in the earlier. The Church's frequently close relationship with the higher echelons of rural society could be used to provide spiritual and material comforts.</p>	30

Question	Answer	Marks
32	<p><b>How important were banking and financial services to the performance of the Britain's economy in the years 1880-1914?</b></p> <p>AO1 – The banking system expanded to provide a range of services, particularly to expanding commercial enterprises. Candidates may concentrate on the impact of banking dynasties, including the Rothschilds and support for Cecil Rhodes's entrepreneurial activity in southern Africa.</p> <p>AO2 – Judgements may be offered about the expansion of banking, including the growth of financial services tailored to meet the needs of specific markets, such as loans for overseas traders and a more developed infrastructure across the British Empire. Some might argue that the banking sector was affected by economic downturns during what some see as the 'great depression' of the later 1870s and 1880s. Candidates might argue about economic developments which, like the rapid development of electronics, may have been of greater overall significance than was banking and other financial services. Some might argue that the acquisition of new colonies in Africa proved to be at least as important for economic performance as was the development of banking.</p>	30

## Section 7: 1914–1951

Question	Answer	Marks
33	<p><b>Why did British forces make so little progress on the Western Front before 1918?</b></p> <p>AO1 – A range of relevant factors could include trench warfare; military strategy; the qualities of military commanders; the training and performance of the two sides in action; the absence of any ‘knock-out’ blow; liaison between military and political leadership.</p> <p>AO2 – Some might argue that the outcome of offensives, both large and small, suggest a broad equality even through, from 1914 to 1917 at least, Britain and France appeared to have an initial advantage in manpower. The speedy collapse of Germany after the failure of its spring offensive in 1918 might be used to argue that its resources ran out rather more quickly than Britain’s, especially given the US’s contribution from the spring of 1917. Also, it could be argued that the change of British government at the end of 1916 brought more engaged planning and better links between political and military.</p>	30

Question	Answer	Marks
34	<p><b>How are the varying fortunes of the Labour party in the period 1918-1931 best explained?</b></p> <p>AO1 – Labour became the country’s official opposition in 1918 and provided its government in 1924 and 1929 to 1931. By contrast, the party lost seats at the elections of 1924 and 1931. Answers may note that Labour’s position in British politics varied considerably in this period.</p> <p>AO2 – Some candidates might argue that this was a volatile political era, involving the demise of the Liberal party as a party of government and from which Labour benefited. Candidates might also suggest that the close relations between Labour and the trade unions was crucial to Labour’s advance, especially in the matter of electoral and other funding. Some might stress effective leadership as a key factor, not least in the contributions, and growing experience, of Ramsay MacDonald and Philip Snowden. Many responses may concentrate, in addressing what factor ‘best explained’, on either the weaknesses of Labour’s opponents, particularly the Liberal party, or on the growing strength of Labour’s support during times of economic difficulty and high levels of unemployment.</p>	30



Question	Answer	Marks
35	<p><b>How well, in the period 1931–1939, did the National Governments deal with the effects of the depression?</b></p> <p>AO1 – Candidates may have knowledge of British economic policy in the 1930s. The emphasis may be on the national government and its policies aimed at reducing unemployment while also reducing public expenditure. Some might also note the substantial increase in public expenditure in the years 1937–39.</p> <p>AO2 – Candidates may provide responses which discuss economic and social policy during a period of considerable volatility, not least in revealing the growing gap between north and south. They may be aware of the government’s economic problems and some candidates will concentrate on the costs involved in funding schemes to meet the crisis of long-term unemployment. Candidates may also know about ministerial resignations from the National Government of members who believed that it was abandoning free trade by imposing tariffs on imports (1932). Candidates may argue that the government’s housing policy was the most important of the initiatives which promised social change. It enjoyed some success, although many argued that it missed the opportunity for radical change. Candidates might refer to the many debates between economists about the proper role of the state in promoting social change.</p>	30

Question	Answer	Marks
36	<p><b>Assess the strengths and weaknesses of the British Empire, 1919–1939.</b></p> <p>AO1 – The cost of maintaining a hugely scattered and highly diverse Empire was considerable. There was a growing pressure in India for independence. In Britain, pressure was also growing for a substantial review for its imperial commitments and their value.</p> <p>AO2 – Answers may concentrate on the ‘empire as burden’ view. They may know about the impact of the First World War on imperial relations. They may also be aware of the growing resistance, especially in India, and the growing recognition that the Empire was expensive to administer while also generating less economic benefit to Britain by the 1920s. Some may argue that the establishment of the ‘British Commonwealth of Nations’ (1931) established a different, less oppressive, model for empire, although in practice it did little more than confirm the status of the most developed (and overwhelmingly white-controlled) territories in their status as <i>de facto</i> independent countries. Some candidates will argue that the Empire continued to be a source of pride and mutually beneficial relationships. Certainly, many powerful figures in Britain remained firm imperialists.</p>	30

Question	Answer	Marks
37	<p><b>What best explains why the Labour party lost power in 1951?</b></p> <p>AO1/AO2 – Answers may offer an argument which explains why a government with a strong record in social legislation lost power in 1951. The emphasis may be on an explanation which gives more emphasis and credibility to certain relevant issues over others. Candidates may examine both the government’s record and also the Conservatives’ response. Some could argue that the Conservatives’ radical reorganisation in the later 1940s paid impressive dividends in the elections of 1950 and 1951. Others may argue that the government’s problems were rooted in economic difficulties. Many voters were resistant to state ownership, especially when the benefits in many areas were limited. Attlee’s Austerity Plan (1947) was accompanied by the use of emergency powers aimed at increasing productivity. Evidence from the 1940s suggests that many felt let down by a Labour government which had promised much but produced relatively little. For many, Britain seemed a dreary place, in some ways no better than in wartime, while also lacking its ‘all in this together’ ethos.</p>	30

## Section 8: 1951–2005

Question	Answer	Marks
38	<p><b>What best explains why the United Kingdom did not join the EEC (Common Market) when it was established in 1957?</b></p> <p>AO1 – Britain did participate in talks about closer collaboration with western European nations, mainly in the political and economic spheres. The UK signed the statute of the Council of Europe (1948) but not the European Coal and Steel Community (1952). There was a strong desire in much of western Europe for Britain to become a member of the EEC. In Britain, by contrast, the two main political parties offered the project only limited support.</p> <p>AO2 – Britain was a key member of NATO, while wary of closer co-operation on economic strategy. Both main political parties contained enthusiastic supporters of joining the EEC, although outnumbered by those who believed that Britain’s sovereignty would be compromised. Many also argued either that joining the EEC would be a betrayal of Britain’s relationship with the Commonwealth or that the British Empire could continue to provide the key trade relationships on which Britain had historically relied. Others were sceptical of any closer relationship with Germany and other countries which had sided with it. Others again suggested that, since the UK was a series of islands, it was geographically separate from the states of Western Europe and may keep a respectable distance. Candidates may develop one, or more, of these factors in order to draw a valid conclusion on what ‘best explains’ why Britain did not join the EEC.</p>	30

Question	Answer	Marks
39	<p><b>How important was the Commonwealth for Britain in the period 1951–2005?</b></p> <p>AO1 – A key objective was to bring together members, almost all of whom had been part of the British Empire, in order to facilitate economic, cultural and other forms of collaboration. Candidates may know that the Commonwealth initially comprised more than fifty member states and that more states have joined it since independence than have left, although the main crises affecting the Commonwealth concerned the implications of continued white supremacy in South Africa (left Commonwealth in 1961) and the dissolution of the Federation of Rhodesia and Nyasaland (Commonwealth in forefront of opposition to Southern Rhodesia’s Universal Declaration of Independence from 1964).</p> <p>AO2 – Some might argue that its importance lay, not in becoming a powerful force on its own right, but in demonstrating that erstwhile British colonies could commit to long-term co-operation in a range of social, educational, cultural and economic initiatives. Candidates might offer specific examples of this co-operation. Some might argue that the most important aspect of the Commonwealth lay in its demonstration that the post-colonial world could accommodate a large and sophisticated organisation which gave legitimacy to Britain’s continuing role especially in Africa. Some candidates might argue that the Commonwealth was important in supporting a newly elected Conservative government’s initiative to reach a peaceful resolution of the crisis which had afflicted Southern Rhodesia (Zambia since 1979) for fifteen years.</p>	30

Question	Answer	Marks
40	<p><b>Assess the strengths and weaknesses of the policies pursued by the Labour governments of the 1960s and 1970s.</b></p> <p>AO1 – There were issues about management of the economy, with concerns about Britain’s performance in comparison with those of France and West Germany. Statistics on productivity were also unflattering. Eventually, Government was forced to devalue the Pound (1967). Labour’s relationship with the Trade Unions might be presented either as a strength or as a weakness. Unions supported Labour but the 60s and 70s were a period of protest, strikes and high wage claims. Some candidates might see as a strength (or at least as a principled action) Wilson’s refusal to commit British troops to supporting the USA’s in Vietnam. Important themes from the 1970s included: escalation of the Troubles in Northern Ireland (which had begun in 1968); inflation increases sharply, reaching over 25 per cent in a year; Callaghan takes over from Wilson (1976).</p> <p>AO2 – How relationship with the Unions was managed is one example of policy which could be considered either strength or weakness. Britain’s relationship with the United States in the 1960s can also be seen either way. Other candidates might include management of the economy with new structures in place (e.g. Department of Economic Affairs, Industrial Relations Act); whether relationship with trade unions was constructive and effective overall or managed little, showing what power the Unions could exert from an elected government. Perhaps less controversial: Labour as an election-winning party in the 60s and 70s; effective management of decolonisation; generally good relations with the USA.</p>	30

Question	Answer	Marks
41	<p><b>‘Good fortune rather than effective policies allowed Margaret Thatcher to remain prime minister for so long.’ Did it?</b></p> <p>AO1 – There were policies to reduce inflation; attempts to reduce state expenditure; allowing council house tenants to buy their own homes; attack on Trade Union powers; increasing hostility to the objectives of the European Union.</p> <p>AO2 – In addition to discussing key Thatcher policies which mostly proved popular with the electorate, answers may address the issue of good fortune. Those who accept the premise in the question might concentrate on issues such as: Thatcher’s unpopularity in 1980 and 1982 was followed by the Falklands War which was won and transformed views about her competence and character; the impact of detailed preparation for the Miners’ Strike of 1984–85 was enhanced because Thatcher had the good fortune to be opposed by Arthur Scargill, a passionate defender of his members but inept as a politician in a high-profile industrial conflict; the weakness of those Thatcher called the ‘wets’. They opposed most of her policies but under-estimated Thatcher’s abilities and political awareness. Most candidates are likely to argue that Thatcher was both a skilful and a courageous leader and that these attributes outweigh in importance any examples of ‘good fortune’.</p>	30

Question	Answer	Marks
42	<p><b>How successfully did Labour governments deal with Britain's economic and financial problems in the years 1997 to 2010?</b></p> <p>AO1 – 'New Labour' attempted to fill a gap in economic policy between state control of economic policy at one extreme and unfettered capitalism at the other. New Labour did not raise either the standard or the higher rates of income tax. State expenditure was increased by Labour although it encouraged those in central and local government to 'outsource' responsibilities to private industry (Private Finance Initiatives), thus keeping substantial government expenditure off the balance sheet. Other elements relating to economic policy proposals include: the deep economic crisis of 2008; indirect tax on fuel reduced; no overall increase in government spending; to encourage greater investment, reductions in capital gains and corporation tax.</p> <p>AO2 – Answers may identify the problems, many of which focus on low levels of productivity, contributions to poor levels of competitiveness in world markets. The cost of the NHS increased rapidly as the population aged; government was perhaps fighting a losing battle to find adequate funding both for the NHS and new initiatives including 'Sure Start' which aimed to reduce social inequality. Candidates might argue that the Treasury was efficiently run throughout this period, including during the unprecedented crisis of 2008. Candidates might also suggest that to a degree, New Labour avoided the usual criticisms of 'old' Labour: waste and inefficiency in its financial management. However, the most deep-rooted problems which Labour inherited in 1997 remained during Gordon Brown's brief period as prime minister.</p>	30

## Section 9: Themes c. 1914 to 2000

Question	Answer	Marks
43	<p><b>‘Britain’s economic problems in this period were predominantly caused by the decline of its established industries.’ Were they?</b></p> <p>AO1/2 – Answers may identify the ‘established industries’ central to this question. Most will concentrate on minerals (particularly coal mining), shipping and textiles. All of these had come under critical scrutiny in the years leading up to the First World War and were at the core of economic problems as they unfolded in the 1920s and 1930s. Candidates may contrast these with newer and more productive industries, particularly electricity and transport. These remained areas of relative productivity after the Second World War.</p> <p>Many may broadly agree, although other factors are worth considering as comparators. These might include: the impact of two enormously expensive world wars; the growth of successful competitor industries in British colonies, affecting Britain’s competitiveness. Candidates might discuss the role of the Bank of England and the impact in world markets of the pound’s inflated value. By the 1970s, more ‘established industries’ were in decline, not least British car manufacturing.</p>	30

Question	Answer	Marks
44	<p><b>What best explains the increasing influence of women’s movements in the period from 1918 to 1980?</b></p> <p>AO1 – Factors include: wider, and then universal, female suffrage (1918 and 1928); more educational opportunities to higher levels, largely for middle-class women; the role of women during the Second World War; increased political pressure for equality of opportunity in the 1960s and 1970s; influential publications arguing for change in the role of women; the development of ‘women’s studies’ as an academic discipline.</p> <p>AO2 – Some might argue that political factors in Britain were the most important, since with universal suffrage went enhanced influence. Others might put the emphasis on the women’s movement, establishing itself as a world-wide phenomenon from the 1960s. Whichever factor (or factors) is selected, candidates may explain why they give it special emphasis.</p>	30

Question	Answer	Marks
45	<p><b>How successful were the immigration policies of British governments in the in the years 1945 to c.2000?</b></p> <p>AO1 – From the passing of the British Nationality Act (1948) granting the title of ‘British Subject’, governments have, in one way or another, been seeking ways of reducing the numbers of immigrants. Key legislation includes: Commonwealth Immigrants Act (1962) ends the ‘open doors’ policy; Commonwealth Immigrants Act (1968) which restricted rights of those from East African Asians; British Nationality Act (1981) re-wrote the titles of immigrants. They were divided into three categories and involved revoking established rights to citizenship; the provisions of this Act were tightened in 1988. General context informed by fears about assimilation with host communities and numerous disturbances with a racial focus (for example, Notting Hill, 1957, Bristol 1980, Brixton, Manchester all 1981, Birmingham and North London, 1985). Rise of the anti-immigrant National Front 1967: its policy included forcible repatriation of ‘coloureds’.</p> <p>AO2 – The problems of rioting which faced police forces in several towns show how far from rational debate the rioters were. On the other hand, forces learned how to minimise damage and only a few instances of race riots occurred after c. 1985. Many candidates are likely to argue that governments were making the achievement of resident-status unnecessarily difficult, even provocatively so. On the other hand, MPs knew that in many urban constituencies, the public was nearly always in favour of tighter controls. Those in Parliament found themselves in a difficult position. Some candidates will argue that, given the circumstances, governments got the balance more or less right. Candidates can also argue that Immigration, while still seen as a ‘stand-alone’ social problem in many places, has been far less disruptive since the mid-1980s. Some candidates will argue that by, 2000, greater integration between races has developed and with it a general lack of violence.</p>	30



Question	Answer	Marks
46	<p><b>To what extent, in the period from c.1960 to 2000, did British governments support greater integration with the states of western Europe?</b></p> <p>AO1 – Answers may concentrate on the relationship between Britain and the so-called ‘Common Market’. They may be aware that Britain applied to join in the early 1960s but that the application was blocked in 1963 by the French President. Britain joined in 1973 and, in a Referendum in 1975, supported continued membership by a large majority. By the later 1980s, anti-EU feeling was growing and Thatcher’s Bruges Speech (1988) argued that the EU aimed to create a ‘super-state’ which Britain opposed. In the 1990s, relations with Europe became one of the dominant issues in British politics.</p> <p>AO2 – Some may argue that ‘greater integration’ had limited priority in the 1950s but received more under Macmillan in the early 1960s. The Labour government (1964-70) gave the issue further attention, although Wilson, as prime minister, was aware that an application to join the EEC would be divisive for the party. Some candidates may argue that Edward Heath was the most enthusiastically pro-European prime minister of the period. A period of broad support for close relations followed Britain’s entry in 1973 but many candidates will argue that relations cooled, especially in the later years of Thatcher’s prime ministership. Some candidates are likely to suggest that many British politicians and other opinion formers were hesitant about closer political relations. Overall, Britain’s relations with the states of western Europe were ambivalent, if less enthusiastic overall in 2000 than they had been in 1970.</p>	30

Question	Answer	Marks
47	<p><b>Assess the importance of television in the development of popular culture in the years after 1945.</b></p> <p>AO1 – In 1945 TV ownership was still rare. TV was providing mass entertainment in British homes only from the 1950s (including from 1955 Independent TV). 15m TV sets in homes in the first year of Independent TV; by the end of the century this had almost doubled (to 27m). Over this period, also, a large increase in homes owning more than one TV was detected. Some may analyse the importance of TV as a medium for education as well as entertainment. Multiple TV ownership enabled families to watch programmes of different types and targeted at different age groups.</p> <p>AO2 – Some may argue that TV has helped to keep families together. ‘Family entertainment’ damaged public houses, which had previously been a thriving focus for entertainment and relaxation became less popular, especially if popular programmes were being broadcast on home TV sets. Most candidates are likely to argue that television has been of great importance to the development of popular culture. Some may argue that it revolutionised it, not least since virtually all directors and producers of TV programmes aim for the largest audiences possible. Some may argue that TV is a crucial element of popular culture, with the predominant focus changing over time. From the 1950s, ‘soap operas’ established themselves as the most popular genre of programmes; by the late 1980s, ‘soaps’ were being challenged by so-called ‘reality TV’. Some candidates may take a ‘race to the bottom’ approach to TV’s impact, while acknowledging its educative influence via documentaries, nature programmes etc. Some of these managed to attract, and broaden the horizons of, large audiences. For those which did not, or did so only by accident, BBC’s Channel 4 was permitted to sustain something of a Reithian perspective.</p>	30

Question	Answer	Marks
48	<p><b>‘By the end of the twentieth century, Britain’s Welfare State had become a victim of its own success.’ Had it?</b></p> <p>AO1 – Answers may indicate the scope of the Welfare State. Although its best known, and largest, element is the National Health Service, candidates might note that the phrase ‘Welfare State’ relates to a government which receives funds from tax-payers and elsewhere which it gives to promote better health care (with treatment free at the point of use) and education from ages 5 to 16. A welfare state also makes provision, in the form of benefits, to individuals whose means fail to meet their needs. From the early 1960s, governments operated an earnings-related pension scheme.</p> <p>AO2 – Life expectancy increased substantially. In 1945, male life expectancy was 65 years; by 2000, it had increased to 75. Life expectancy for women increased from 71 to 80 over the same period. Here, some might argue, was an example of welfare becoming ever more expensive, since the very old need more care and support. Growing costs eventually led to closer government attention to cost and organisation. Doctors working in the NHS and teachers working in state schools were complaining of over-work, inadequate reward for deployment of skills and general lack of recognition. Those arguing against the quotation might suggest that Britain’s welfare state was a victim not of its own success so much as of government parsimony and its reluctance to ask citizens whether they would pay higher taxes (hypothecated to welfare use) to secure modernised welfare provision.</p>	30