

MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers

9769 HISTORY

9769/13

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

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

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

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

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

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

Introduction

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

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

- (b) Examiners should use these banding definitions in combination with the paper-specific mark schemes.
- (c) It should go without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners are also asked to bear in mind, when reading the following, that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may well yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 2 mark.
- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a 'best-fit' approach should be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners should first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

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.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

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.

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

Section 1: 1689–1760

1 In respect of domestic affairs, how effective a King was William III?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates need to confine their argument to events in Britain, but they may suggest that William's prolonged absences in Europe detracted from his achievements at home. His reliance on Dutch advisers certainly did not aid his popularity. William presided over the settlement of the issues arising from the events of 1688 and then put his trust in the Whigs. Up to 1694, Queen Mary was an effective regent, when he was away. The Triennial Act was passed and Jacobite conspiracies defeated. The Nine Years War was financed. William's last years were dominated by strong opposition in the Commons as a result of the heavy taxation and impact of the war, but provision was made for the succession in the Act of Settlement. William acted firmly in both Scotland and Ireland.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement and may suggest that William's impact, as opposed to that of his ministers, is less easy to judge, and that he was much influenced by his European aims so that his domestic policies were subordinated to the demands of his wars. In his last years the proposals to settle the Spanish Succession took up much of his time.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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 6	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

2 Why, in the years 1702–14, was there such deep antagonism in Scotland to union with England?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might suggest that Scots had experienced two reverses at the hands of the English, the Massacre of Glencoe and the failure of the Darien scheme in the 1690s, so were unlikely to favour union. The Presbyterian Church was also hostile as it feared for its position, given attacks on dissenters in England. But all factions in Scotland united against the union and were determined to make its continuance dependent on the will of the Scottish Parliament. There was popular outcry.

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 arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates might take issue with the question and argue that, once the Act of Union was passed, feeling against Union, given the favourable terms extracted by the Scots, lessened. It was also clear that practicalities meant it was not likely that the two countries could have different monarchs.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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 7	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

3 To what extent did Tory ideas and Tory politics matter in the years 1714–56?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may argue that the Tories counted for little. The rapid departure of Bolingbroke and the incarceration of Oxford in 1714 discredited the party. They did nothing to bring about a Stuart succession, partly because many of them favoured the Hanoverians as likely to promote the Anglican church. Atterbury was exiled in 1723 and, although Bolingbroke returned to England in 1725 he was debarred from the House of Lords. The Tories were irrevocably linked to Jacobitism and so disloyalty to the House of Hanover. The '15 and the '45 were dismal failures and the Whigs reigned unchallenged. Tory sentiments were still strong among country squires where the Church in Danger could still be a rallying cry and Bolingbroke through the *Craftsman* inspired some of the opposition to Walpole over the excise and later wrote *The Patriot King*.

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 arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement but are unlikely to find much evidence to suggest the Tories were of much relevance in the Whig Supremacy.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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 8	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

4 Have the Elder Pitt's qualities as a political leader during wartime been exaggerated?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could argue (against the statement) that Pitt had a supreme asset, namely boundless self-confidence. He was also ready to be open and honest about the weak position when he became Prime Minister. Despite his former attacks on the use of British resources in the interests of Hanover, he recognised the need to support Frederick of Prussia or lose the war. His other assets lay in his huge energy, his careful preparations for campaigns and especially his choice of able commanders. His aim was to occupy the French over a wide variety of fronts and prevent them from concentrating their forces, and this was astonishingly successful, notably in the use of the navy to its best advantage. The problems encountered after the Peace of Paris were not of Pitt's making. The alternative view that Pitt was arrogant, was kept in power by the hard work of Newcastle who got little credit, was disliked by George II and was responsible for several reverses in the early stages of the war, is unlikely to be as compelling.

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 arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement and have the opportunity to discuss whether Pitt's priorities were in the long term interests of Great Britain.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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 9	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

5 To what extent did the Church of England thrive during the period of the 'Whig Oligarchy' (1714–60)?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could argue that Church did indeed thrive. It maintained its supremacy with Catholics and Dissenters suffering from civil disabilities. Efforts by the government to reward Dissenters for loyalty to Hanover were largely prevented. Tithe payments were enforced. The bishops in the House of Lords played a dominant role and even kept Walpole in power at times, marshalled by Gibson, Walpole's Pope. Many members of the church were involved in charitable schemes to provide hospitals, alms houses and aid for the poor. There were outstanding figures like bishops Butler and Berkeley and William Law. Alternatively the church could be accused of worldliness. The bishops were government servants, appointees of noble patrons and mostly extremely well-paid. They were careerists and remote from the ill-paid parish priests, most of whom lived on less than £50pa. Bishop Hoadley, a notable gourmet, defended the establishment in a series of pamphlets but was less active in his diocese. The spread of Methodism is, in itself, a striking comment on the state of the Anglican church.

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 arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement and are likely to conclude that the Church was outwardly in good heart, but inwardly there were signs of some decay.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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 10	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

Section 2: 1760–1815

6 How much responsibility should George III bear for the political instability of the 1760s?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could argue that George III was the author of his misfortunes in failing to keep a ministry for any length of time. His supposed determination to play a greater role in government than his immediate predecessors and his attachment to Bute caused some problems. But George was also unlucky. The times were challenging. The Wilkes affair arose partly because of George's dislike of members of his family being satirised, but also from genuine feelings among the people about a more democratic process. The problems in America contributed to the downfall of Rockingham. Chatham's poor health meant he was never likely to serve for a long time. The activities of several former Prime Ministers led to the formation of powerful opposition groups which weakened the current government.

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 arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement and could suggest that George II was able to retain a minister in Lord North for a much longer period and so conclude that it was circumstances, rather than his own shortcomings which led to the troubles of the 1760s

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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 11	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

7 Why was Britain able to recover its diplomatic and colonial influence so quickly after the loss of the American colonies?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may suggest a series of reasons which could begin with the relatively favourable peace terms negotiated by Shelburne in 1782. Although America became independent, losses to France, Spain and Holland were not far-reaching so Britain's position was not that desperate. British interests in India were maintained and later extended and regulated and from this much wealth would flow. Within a short time France was ready to make a commercial treaty with Britain and America entered into trade negotiations. In the longer term the outbreak of the French Revolution and the resulting European conflicts allowed Britain, under Pitt, to recover its position. The death of Joseph II removed one troublemaker. Above all, Britain's financial and commercial power, which was to be crucial in the long period of war, was decisive.

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 arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement about the most important reason and could argue that the jubilation felt by much of Europe at the defeat of Britain in the colonial war was premature and ill-judged. This was a temporary setback, not the eclipse of an Empire.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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 12	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

8 Why, by 1807, had the campaign against the slave trade triumphed?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could argue that the devotion of the main campaigners who persevered with the cause was a prime reason. The campaign was well organised and financed, with Wilberforce spearheading the Parliamentary activities and others, like Clarkson, touring the country to win support and carrying out research into the trade. The initial work of men like Granville Sharp and the scandal of the slave ship *Zong* were other factors. Humanitarian backing, publicity, the Wedgwood medallion, the autobiography of Olaudah Equiano, the boycotting of sugar from slave plantations all contributed. The Slave interest was strong in parliament and staved off reform for some time but their position was eventually seen as indefensible.

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 arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement about the main factor and could suggest that the individuals, some of whom gave their lives to the movement, were indispensable to its eventual success. It did, however, take over 40 years to achieve its ends.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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 13	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

- 9 How, in the years 1789–1801, was the government of the Younger Pitt able to survive the dual threats from the radical reformers at home and from revolutionary France?**

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could argue that one key factor was that Pitt's government, though divided on some issues, was agreed that victory in war was their aim and that radical upheaval was to be feared rather than encouraged. The radical groups were often more theoretical in their approach than active in protests and were suppressed through legislation. Some leaders were arrested. The threat from France was met by the policy of forming and financing coalitions, imposing taxation such as the income tax to do this, preserving Britain's position in her Empire and using the navy, once it had recovered from the mutinies, to defend British sovereignty. Victories at the Nile, Copenhagen and Alexandria provided necessary encouragement.

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 arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement about which factor was the main one and could suggest that Pitt's leadership, ruining his health in the process, was decisive.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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 14	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

10 'A simple act of coercion against the Irish'. Assess the validity of this judgment on the Act of Union (1800).

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could suggest that the Act of Union coerced the Irish into accepting a single legislature and that the defeat of the rebellion of 1797–8 gave Britain the opportunity to act. Furthermore Catholic Emancipation seen as a quid pro quo was not, in the end, granted. Alternatively Pitt can be defended in that he certainly meant to ensure relief for Catholics but could not overcome the obstinacy of George III and the readiness of Addington to serve as his chief minister. He did, after all, resign on this issue. Equally there had been a rising in Ireland in favour of the French, with whom Britain was at war, so a degree of coercion was understandable. Radicals in Ulster had formed the United Irishmen society. However, the use of the yeomanry, the landing of the French and the return of Wolfe Tone all exacerbated the situation so that there was violence on both sides and a religious divide opened up. There were economic assets for Ireland in the Union. Their linen trade had access to wider markets and the glass and sugar factories did well.

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 arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement and can decide either way depending on the evidence to which they give greater prominence, but they could feel that the Irish had made the Act of Union inevitable, given the wartime situation, by their hostility.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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 15	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

Section 3: Themes c. 1689–1815

11 Explain why British agriculture became so efficient during the eighteenth century.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the fortunes of British agriculture in eighteenth-century Britain. The focus will be on causation and candidates should have knowledge of the factors which explain its increasing efficiency. Given the substantial increase of yields from arable crops, it cannot plausibly be argued that agriculture did *not* become more efficient. Candidates should know about: the reorganization and consolidation of land, particularly by the larger landowners, so that improvement was logistically easier; regional specialisation; longer, and more competitive leases, which gave the tenant farmer a strong economic incentive to farm productively and for the market; the impact of research into agricultural productivity including, in pastoral farming, experiments with sheep and cattle breeds; closer attention to the needs of the market; the incentive for improvement which came from a dramatically increasing population after c1740; transport improvements which enabled foodstuffs to get to more distant markets, thus increasing demand; the parliamentary enclosure movement and its impact, including consolidation, pressure put on smaller – and usually less market-influenced – farmers, and the commutation of tithes, which had acted as a disincentive to agricultural investment; reinvestment of farming profits into new techniques; the formation of Agricultural societies and the emergence of specialist journals, especially from the last quarter of the eighteenth century.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgment about the causes of improved efficiency of British agriculture. Candidates should draw on some of the specific factors listed above and come to a judgment about causes. Stronger candidates will not merely list causes but will attempt to make judgments either about how causes might be linked or about the relative importance of the causes identified – or both. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, many candidates will be aware of debates on regional variations in productivity, whether advances were more important in the arable than the pastoral sector of agriculture, and also about whether the roles both of parliamentary enclosure and of selective breeding programmes have been exaggerated.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 16	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

12 How important were the social changes brought about by urbanisation in eighteenth-century Britain?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the urbanisation in eighteenth-century Britain. The focus is on making a judgment about its impact on social changes. Candidates are likely to have knowledge about changing social relations, including perhaps the growing importance of nonconformity among the business and manufacturing classes, the growth of leisure and consumer activities, the growing wealth of the towns, the need to develop an infrastructure which could accommodate growing urban populations, and the emergence of a distinctive 'urban culture' which involved changing social relations and the development of a range of associational and leisure activities. The question is broad in scope and a comprehensive treatment is not to be expected, though candidates should be expected to be aware of different kinds of urban development: commercial, leisure, etc.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgment about the nature and extent of changes brought about by urbanization in the eighteenth century. Candidates might draw upon evidence about the growth of leisure towns, including spas and some seaside resorts, to indicate that a new kind of social relationship developed. Others might note the relatively slow pace of urban growth in market towns, for example, and indicate that social change was not particularly rapid or radical. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some candidates may be aware of debates which investigate the extent to which social change in the towns was distinctively different from that in rural areas and to what extent it developed naturally from the dominant social organisations in rural Britain.

AO3 [not applicable to Outlines]

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

Page 17	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

13 How significant was the contribution made by women to the economy of eighteenth-century Britain?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the economic contribution made by women in eighteenth-century Britain. The focus will be on making a judgment about the significance of women's contribution. Candidates should know about the wide range of activities in which women were involved, perhaps particularly in domestic industry and domestic service. The latter employment increased with the growth and increasing prosperity of towns. By the end of the century, new opportunities were opening up for women in the factory industries, especially in cottons. They should also be aware that many women were involved in part-time activity, either in agriculture or otherwise.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgment about the extent of the contribution women made to the development of the 18th-century British economy. Most will argue that women's contribution was significant. It is possible to argue that women who were not in waged work still made an indirect contribution to the economy by releasing men from work at home. This case might be made in the case of the growth of the mining industry. Most candidates are likely to concentrate on the range of activities collectively known as 'domestic industry' in which women were involved, especially as an integral part of the family as a functioning economic unit. Some may wish to concentrate on the importance of women's role in the expanding service industries. Well-informed candidates are likely to argue that, because of the growing pace of economic change in the first phase of the industrial revolution, the economic role of women increased, at least in certain parts of Britain. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, many candidates will be aware of debates on the role of women and particularly, perhaps, of levels of remuneration and the flexibility of the female workforce.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 18	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

14 Why did British overseas trade, and trade routes, increase so dramatically over the course of the eighteenth century?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could suggest that government encouragement and the development of an active Board of Trade was one factor. Gains in war, notably in the Seven Years War, expanded the empire and thus the possibilities for trade. The East India Company flourished as it acquired more territories and huge wealth in the diwan of Bengal. The industrial progress meant there were cheap goods to be sold abroad and a demand for raw materials. The slave trade underpinned prosperity for Bristol and Liverpool.

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 arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement about the main factors, but may feel that a combination of influences was at work.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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 19	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

15 'The English in the eighteenth century were a riot-prone, unruly people.' To what extent do you agree with this judgement?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may argue either way. They can produce examples of riots and rebellions from the Fifteen, the Atterbury plot, the Forty-Five, the disorders associated with John Wilkes, the Gordon riots in 1780, the discontent accompanying the outbreak of the French Revolution and any others they know about. They could suggest that these were not regular occurrences and most were the result of particular circumstances and affected London in the main. The fear of the mob increased when troops were engaged on the continent and Revolutionary fervour was seen as a real threat, so riotous tendencies may have been exaggerated.

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 arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement and may consider that it depends on the period being surveyed, geography and circumstances. London apprentices and country labourers probably had very different experiences in this respect. Given the injustices in society, candidates might feel some surprise that people were so orderly.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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 20	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

- 16 'The achievements of British pictorial art in the eighteenth century were too heavily skewed towards portraiture.' How far do you accept this opinion?**

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may argue that indeed the best known painters of the century were portrait painters and cite Kneller, Hogarth, Gainsborough, Reynolds, Ramsay, Wright of Derby and Romney. Equally they could point out that conversation pieces were developed by Hogarth, Gainsborough preferred to paint landscapes, Thornhill worked on decorative paintings at Greenwich and St Paul's and Blenheim and landscape painting was fashionable with the work of Stubbs. There were also historical paintings with subjects like the death of Wolfe or the triumph of Clive at Plassey. Rowlandson and Gillray were known for their caricatures.

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 arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement and may consider the undertone of the question which suggests that the trend for portraits was undesirable in some way. They could indicate that the prosperous classes were prepared to pay to have their features preserved for posterity and their patronage had a beneficial impact on artistic circles.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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 21	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

Section 4: 1815–1868

17 Assess the strengths and weaknesses of Lord Liverpool as prime minister.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the prime ministership of Lord Liverpool, from 1815. We cannot expect knowledge on the first three years but this can be credited if offered. The focus should be on the attributes of Liverpool as prime minister. Candidates are likely know about: Liverpool's personality, and the extent to which contemporaries found him fussy and lacking in strategic understanding; the economic policies of his governments, and how far he was responsible for them; his relations with ministers; the challenges presented by radical activity, particularly before 1822, including: the Spa Fields Riot; the Pentridge Rising; Peterloo; the Cato Street Conspiracy & Queen Caroline affairs; how these challenges were met – as, for example, by use of spies & repressive legislation; Liverpool's handling of his party; his views on religious questions, especially Catholic Emancipation; his success in holding the Tory party together; his sheer longevity as the longest serving prime minister of the 19th and 20th centuries.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgment about how effective Liverpool was as prime minister. Candidates can argue this either way. If they argue that, on balance, he was effective, they are likely to draw attention to: his longevity as prime minister (could a dud possibly have survived so long?); his ability to get strong-minded and determined subordinates to work together (at least some of the time!) without opening up dangerous splits in the Tory party; putting down the radical threat in 1815–20; his handling of the Catholic question in the 1820s; his ability to face down George IV and, perhaps, to emphasize the growing power of parliament over the monarch. Some might also discuss his attempt to carry forward the policies of the Younger Pitt, though we cannot expect detailed knowledge which goes back before 1815. On the other side of the coin, candidates who argue against his overall effectiveness might draw on: the Disraeli put-down as an 'arch-mediocrity' (or, better, since Disraeli was not strong on supporting detail and only eight when Liverpool became prime minister), the less than complimentary views of some of his ministers – lacking decisiveness, willing himself to be lead, etc etc; his failure to keep the income tax in 1815–16, thus increasing problems related to debt; perhaps an over-reaction to the radical threat, thus converting some in the middle classes to the reformist cause; his relatively benign parliamentary legacy – the Whigs were always in a comfortable minority and not in a position to challenge his position; his lack of natural authority and his limited abilities as a public speaker. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some candidates may be aware of the attempt at least at partial rehabilitation by Norman Gash in his short biography and the reassertion of his limitations by Boyd Hilton. How effective a prime minister Liverpool was remains a contested 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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 22	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

18 How well were the foreign policy objectives of Britain served by Castlereagh and Canning in the years 1815–27?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of British foreign policy in this period. The focus should be on making a judgment on the achievement of British foreign policy objectives in this period. Candidates should have knowledge and understanding of the objectives of British foreign policy, which included the desire to preserve European peace, based on a balance of power, after a long period of war, and the freedom to develop an ever more extensive commercial presence in Europe, the Americas and India. Candidates are likely know about Congress Diplomacy, including the divisions within the great powers to which it gave rise, Britain's attitude to nationalist activity, particularly in Greece, Spain and Portugal, and the factors which led Britain increasingly to identify Russia as a threat.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgment about how closely foreign policies were aligned with British policy objectives. Candidates can argue that some policies – perhaps Castlereagh's links with established authority – dragged Britain too closely into continental European concerns. They can also debate the extent to which Britain anticipated a growing threat from Russia in this period. Candidates may wish to argue that the commercial aspect of British foreign policy was, in general, more successfully advanced in this period than was the maintenance of a balance of power. Nevertheless, the great powers of continental Europe did avoid renewed great-power warfare. Some candidates may wish to argue that this outcome owed little to the diplomacy either of Canning or Castlereagh. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some candidates may be aware of the growing consensus among historians that, although some stress extra-European objectives especially from c. 1820, Castlereagh and Canning had broadly similar objectives and that their personal differences and disagreements have too often been taken to suggest differences in outlook, the former looking inward to Europe and the latter outward to the Americas, the Mediterranean and the Middle East.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 23	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

19 To what extent does the 1832 Reform Act deserve the title 'Great'?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the First Reform Act. It is likely that students will have knowledge of the key changes in terms of voting qualifications (separate borough and county franchises preserved but a uniform borough franchise) and the redistribution of seats (removal of many under-populated boroughs and their replacement by newly created large boroughs and, especially, an expansion in the number of county seats). It is reasonable to expect specific detail. Material on the Scottish and Irish Reform Acts should be credited but is unlikely to be on offer. Some good candidates may include information on contemporaries' perception of the nature of the change.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgment about the nature and extent of the First Reform Act. Some candidates will argue that the changes were limited, and that an increase in voters of about 50 per cent was not significant in the context of the low base. They might also note the number of 'rotten' boroughs which survived what contemporaries considered a pretty drastic cull. It is also the case that the Act produced hardly any change in the social composition of MPs. On the other hand, the very fact of a Reform Act broke down a barrier and weakened the main 'anti-argument' which was that the existing composition of Parliament had been sanctioned by long usage and that the old system was susceptible to 'organic' change. Good candidates may well point out that the passing of a Reform Act conferred new legitimacy on elected members, at least in the eyes of those from the middle classes. 1832 was also followed by a number of important political and social reforms. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some candidates may be aware of the debate on the extent of change brought about in 1832. The current focus of that debate suggests a rehabilitation of the view that the Act mattered and that specific terms are less important than the changing political climate which the Act promoted.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 24	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

20 'A Conservative prime minister who followed liberal principles.' How far do you accept this assessment of Sir Robert Peel in the years 1841–46?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the prime ministership of Sir Robert Peel. The chronology is precise and candidates should not stray outside a chronology which begins with the 1841 general election and ends with Peel's resignation after the repeal of the corn laws. Candidates are likely to know about Peel's economic reforms, especially concerning trade, finance and the banking system, and also about his attempts to make the Union with Ireland more palatable to a growing Catholic bourgeoisie. The knowledge selected should relate to 'principles' and to issues relating especially to 'conservative' thinking. Good candidates will explain what is meant by the phrase 'liberal principles' and might make reference (which should be brief) to Peel's involvement in so-called 'liberal Tory policies' under Liverpool and Wellington.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgment about the key political attributes and policies of Peel during his majority government. Those agreeing with the view of Peel as a 'Conservative' prime minister might argue that he was anxious to preserve the *status quo* in a period of profound change. His policies were therefore framed to preserve the domination of the aristocracy as well as to prevent widespread unemployment during a period of substantial population increase. Liberal principles are likely to be discussed in the context of free trade and Peel's commitment to policies designed to free up trade and maximize Britain's inherent advantages as the world's first trading nation. Candidates are likely to suggest that Peel's policies on Ireland and free trade were anything but 'conservative', noting that his many opponents considered them to be striking at the key elements of pure Englishness – anti-Catholicism and protection for landowners who dominated the political system. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some candidates may be aware of recent work by Hilton, Gaunt and others which attempts to link Peel's conservatism to his religious beliefs as well as to standard political priorities.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 25	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

21 To what extent did the Crimean War, and its aftermath to 1868, damage Britain's status in European affairs?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge both of British foreign policy in the 1850s and 1860s and of the key events of the Crimean War. They are likely to have knowledge of how, and why, British foreign policy had become increasingly anti-Russian by the 1850s and why, in the years to 1854, concern about growing Russian influence in South-East Europe led to war. They should know that the Crimean War was, in many ways, mismanaged and that British military superiority was in part vitiated by poor leadership and limited knowledge of the terrain. From 1856–68, although the main focus of foreign affairs moved away from SE Europe and Russian ambitions had, to a degree, been checked, British diplomacy was of limited effectiveness. Candidates should know about Anglo-French relations, usually cool, and about British impotence over the growth of Prussian influence both over Schleswig-Holstein and Austria.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgment on the extent to which Britain's status as the dominant European power was challenged in this period, and specifically by problems in the Crimea. Candidates might argue that the length of time it took for Anglo-French forces to overcome Russian resistance suggested that Britain had less power and influence than had been widely assumed. On the other side, it could be argued, firstly, that at least, and after a fashion, Britain won and, secondly, that the Crimean War was relatively unimportant in the context of shifting balances of power in Europe. It is possible to argue either that Britain's status in Europe was not materially altered (and perhaps that Austria, France and Prussia well knew that Britain's main interests remained commercial and extra-European) or that Britain's stock in European affairs was considerably lower by 1868 but that Bismarck's diplomacy was more important in explaining this than was the messy conflict in the Crimea. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some candidates may be aware of recent detailed discussions of the Crimean War and also of the extent to which Palmerston was in control of foreign affairs during the final years of his career.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 26	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

Section 5: 1868–1914

22 'The Liberal party did more to lose the 1874 general election than the Conservative party did to win it.' To what extent do you agree with this judgment?

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The chronological focus here is clear and precise. The focus is on the 1874 general election but the phrasing of the question requires knowledge of events from 1868. Candidates should not need to go beyond 1874 in their discussion. Candidates should have knowledge of the administrative and policy record of Gladstone's Liberal government, including some of: the disestablishment of the Anglican church in Ireland; Irish Land Act; the Forster Education Act; Cardwell's Army Reforms; the University Tests Act; Trade Union and Criminal Law Amendment Act; abolition of competitive examinations for the civil service; the Secret Ballot; the Licensing Act. It is also relevant to mention how united the Liberal Party was at this time and the extent to which its legislative and administrative successes depended upon Gladstone's leadership. Candidates should also have knowledge of the Conservative party in opposition from 1868–74. They are likely to refer to: the party's concern with its internal organisation and its ability to reach the new electorate, including the reforms of John Eldon Gorst, and the party's overall reaction to the new challenges presented in many urban seats by a mass electorate; the Conservative & Constitutional Working Men's Associations; the leadership in opposition of Benjamin Disraeli – including his emphasis on Patriotism, defence of the Church of England & the Conservative party's welcome to a newly enfranchised, empire-supporting working class; the importance of imperial rhetoric; Disraeli's attacks on the Liberals – the so-called 'range of exhausted volcanoes'. Candidates may also have knowledge about how the general election was fought and the impact of contending interest groups. It seems clear that the brewing interest carried more political clout than did Methodist teetotallers.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on the relative importance of Liberal weaknesses and Conservative strengths in determining the outcome of the 1874 general election. Those who stress Liberal weakness might point to: an excess of legislative fervour, some of which was highly controversial, including what was seen as an attack by non-conformists on church schools and legislation which could be characterised as depriving the working man of his drinking time ('carried away on a torrent of gin and beer'); the unpopularity of the Irish legislation; the growing divisions between Whigs and Liberals. Those who stress Conservative strength are likely to concentrate on: superior Conservative reorganisation; Disraeli's speeches and his ability to seek out the weaknesses of an opponent's case – particularly in terms of presentation and likely impact; the Conservatives' attempt to use Patriotism and a 'strong' foreign policy as natural attributes of their party platform; an election campaign fought on 'mood' – exploiting the unpopularity of their opponents rather than offering a detailed policy agenda for the electorate to appraise. Candidates do need to look at both Liberal 'weakness' and Conservative 'strength' in 1874, since it is necessary to reach a conclusion about relative importance. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on recent reinterpretations of both the Liberal and the Conservative parties, particularly perhaps in respect of Gladstone's leadership and how he could appear as a 'one-man band' or on Disraeli fighting a 'modern', image-driven, campaign rather than one in which prospective policies could be rationally appraised in any detail.

AO3 [not applicable to Outlines]

Page 27	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 28	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

23 How much did Conservative dominance of British politics in the years 1886–1902 owe to the leadership of Lord Salisbury?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The chronological focus here is clear and precise, covering the period from Salisbury's first majority government to his resignation the year before his death. The focus, however, is at least as much on the Conservative party as it is on Salisbury himself. Good candidates will appreciate this and their selection of material will be informed by that perception. Candidates should have knowledge of the key aspects of Salisbury's leadership and are likely to stress his intelligence, his handling of the Whig Unionist defectors, his tactical acumen and his involvement in the Scramble for Africa. Candidates may also know about the domestic reforms which Salisbury's governments introduced, especially in local government, education and (albeit more limited in scale) to housing. Candidates should also know about the contribution of other leading Conservatives, particularly perhaps Balfour, Hicks-Beach and Lansdowne. Some good candidates will wish to assess the contribution of Unionist defectors from the Liberal party such as Devonshire and Joseph Chamberlain.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on the relative importance of Salisbury in explaining Conservative dominance in the last years of the nineteenth century. It is possible to concentrate on Salisbury's abilities but all candidates should recognize that other factors need discussion. These might include: a split and frequently demoralised Liberal party; the impact of the 1884 Reform Act; Gladstone's redundant, or counter-productive political longevity; the appeal of 'imperialism' (particularly important, perhaps, in the 1900 general election) and populist policies. Stronger candidates will weigh the contending merits of various explanations of the key development and reach a considered judgment about relative importance of contending factors. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on recent biographies of Salisbury and/or studies of the Conservative party which suggest that Conservative political dominance depended on a set of circumstances which favoured them in the short term, but which did not guarantee long-term political domination.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 29	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

24 How important, in the years 1880–1906, was trade union growth and development to the emergence of a Labour party in Britain?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The chronological focus here covers a period during which trade unionism expanded rapidly and a separate Labour party came into being. Candidates should have knowledge of new unionism in the 1880s and 1890s, including the growth of membership and the political links of trade union leaders (many of which remained firmly Liberal). Candidates might link increasing union militancy in this period with growing pressure for a separate 'working man's party'. They should also know about the early history of the Labour party, including the development of the predecessor ILP, the foundation of the Labour Representation Committee, the Gladstone-MacDonald Pact of 1903, and the successes of the Labour Party in the general election of 1906.

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, though candidates will want to use some of the factual knowledge identified in AO1 above, they should discuss the relative importance of other factors. These factors are likely to include: the influence of the Fabian Socialist movement; Marxist intellectual socialism more generally; the role of middle-class radicalism; links with the Liberal party, especially in the years 1903–6. Good candidates will see that they should reach an informed judgment on the basis of evaluation of the relative importance of several linked factors. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on recent reinterpretations of the emergence of the Labour party, including discussion of the rather cautious approach taken by many Union leaders to the development of a separate political party.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 30	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

25 Why did the Boer War of 1899–1902 provoke such deep divisions in British public opinion?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The chronological focus here is clear and precise, being exclusively on the period of the Boer War itself. Candidates should link this precise chronology with wider factors, particularly in this case the growing celebration of Empire in the 1880s and 1890s. Candidates should have knowledge of the key aspects of the Boer War but should select this not in order to provide an account of the war but to show how selected aspects provoked controversy. Issues from the South African war which may receive treatment include: alleged instances of brutality, including concentration camps; the extent of 'in-depth' reporting of the war, with concentration on lurid aspects; the notion of the conflict as a 'just war'; the roles of Roberts and Kitchener. Wider factors which might be considered include: the impact of the 'Scramble'; views of pioneering imperialists, such as Rhodes; divisions within the Liberal party between Liberal Imperialists and anti-war politicians.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on the causes of political divisions engendered by the conflict in South Africa. Candidates should produce a causal explanation which deals both with the situation in South Africa and the wider issues relating to imperialism and imperialist wars. It is relevant to discuss the effect of pro-imperial propaganda on British public opinion, as also the perception that Britain's forces by 1900 massively outnumbered the Boers'. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on recent reinterpretations of both the impact and popularity of imperialism, including the extent to which ordinary voters supported imperialist expansion.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 31	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

26 To what extent were the domestic policies of the Liberal governments in the years 1905–14 motivated by hatred of the aristocracy and by fear of the working classes?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The chronology here relates to the Liberal governments from the end of 1905 to the outbreak of the First World War and the focus is on what motivated the Liberals' domestic policies. Candidates should have knowledge of the key Liberal reforms. These should include both social policies (school medical inspections, old age pensions, unemployment, National Insurance, etc.) and political initiatives (the People's Budget, conflict with the House of Lords, the Parliament Act, etc.). Candidates should also have knowledge of the Liberals as an increasingly middle-class party opposed by a party dominated by landowners and of the increasingly complicated relationship between Liberal and Labour parties.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on the consideration of two selected factors as explaining the nature of Liberal domestic policies in this period. Candidates are likely to explain why Liberals resented the Tory-dominated House of Lords and the importance of the veto. They should also attempt to evaluate the extent to which the so-called Liberal welfare reforms had their origins in an attempt to maintain the lion's share of the working-class vote when there was now a working-class party anxious to increase its own popularity. Good candidates might note how little evidence there is that redistributive taxation was popular. The decline in the Liberal majority in the two elections of 1910 might be discussed. Candidates are entitled to argue which of anti-aristocratic feeling or fear of the organised working class was the more important motivating factor. Some good candidates might wish to argue that neither of these was as important as the impact of a 'progressive Liberalism' which grew in influence under the leadership of both Campbell Bannerman and then Asquith. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on recent reinterpretations of Liberal party and on the importance of Asquith and Lloyd George in shaping broadly 'progressive' policies.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 32	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

Section 6: Themes, c. 1815–c. 1914

27 How successfully did the Union of Ireland with Great Britain operate in the years 1815–70?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is British rule in Ireland from the beginning of the period to c1870. Candidates should have knowledge and understanding of the key aspects of British rule, including the Westminster parliament's responses to perceived problems in Ireland. They should know about: how the government of Ireland was managed – through British appointees, as Lord Lieutenant and Chief Secretary; how Daniel O'Connell's Catholic Association managed to achieve Emancipation, when the British authorities accepted that concession was preferable to the likelihood of rebellion; the work of the Royal Irish Constabulary to determine whether the authorities responded to peasant and other forms of violence in the 1830s and 1840s violently or not; Peel's attempt to reconcile the Catholic middle class to the Union, via educational and other reforms; how the government responded to the unique challenge of the Famine in the mid-1840s; the challenges of mass migration from Ireland, particularly to Britain and the Americas; the growth of organisations pledged to violence to achieve autonomy for Ireland; the purpose of Gladstone's Irish Church and Land Reforms to 1870.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on the effectiveness of the Union between Great Britain and Ireland in the period to 1870. Most candidates are likely to argue that the Union did not operate successfully, since it seems always to be under challenge, particularly from Catholics demanding greater religious and political liberties. They might also note that the government of Ireland remained overwhelmingly in the hands of Protestants and that, outside the north-east of the island and in Dublin, policies designed to stimulate economic growth and greater prosperity rarely ranked highly on the UK agenda, even after the outbreak of the Famine. Candidates taking the 'not effective' line might also note that the Union itself was an initiative driven by British wartime exigencies, and therefore, in effect, imposed on Ireland to deprive the French of a place from which to launch an invasion. Irish Catholic concerns were largely ignored. On the other hand, it can be argued that the Union, although it generated considerable Irish opposition and – at best – indifference from most in Britain, saw less violence in this period than might have been expected, particularly given the origins of the Union during the violent 1790s. Pure administration was, for the most part, efficient and the Westminster government showed at least some concern for the good order of Ireland, especially when Ireland began to be seen as an important part of an emerging British Empire. Peel's attempts to stimulate economic growth and educational reform in the early 1840s might also be seen as an example of a constructive attitude towards the Union, even if the achievements (knocked sideways anyway by the Famine) were meagre. Good candidates should see that there was at least something to be said in favour of the operation of the Union.

Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, many candidates will be aware of debates on Anglo-Irish relations during the nineteenth century and of attempts by some British politicians effectively to address 'the Irish question' without provocation or coercion. Against that stands the view, still stoutly held in much nationalist historiography, that the velvet glove was fitfully and manipulatively donned at best. On this analysis, British politicians were generally concerned to bend Ireland to their will.

AO3 [not applicable to Outlines]

Page 33	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 34	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

28 'Living standards for working people rose during the first phase of Britain's industrial revolution (c. 1800–50).' How far do you agree?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the changing standard of living of British workers in the first half of the nineteenth century. Candidates should have knowledge of changes in price and wage levels and good candidates may make distinctions between different types of occupation and, perhaps, in different regions. In general, for example, wages and general living standards for agricultural workers in the pastoral areas were higher than in arable ones. They should be aware of inflationary price pressures during the Napoleonic wars and of both lower prices and higher unemployment after 1815. Some candidates may attempt to make a distinction between standards of living and quality of life. Some candidates may wish to offer observations about the paucity of the data in some key areas. This is acceptable but does not absolve candidates from the responsibility to make use of the data which is available.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on making a judgment on changing standards of living. Candidates are likely to know the broad parameters of the debate between 'optimists' and 'pessimists'. Optimists tended to use the tools of economic historians, relying on specific data on prices and wages. Pessimists tended to stress 'softer', non-quantitative indicators, such as the quality of life in early industrial towns, the impact of high mortality rates on family life and the problems associated with transferring into a more mechanized, disciplined way of working life. Candidates might argue that, in order to demonstrate rising standards of living, it is necessary to look at periods of falling prices rather than rising wages. In such periods, prices fall faster than do wages and the gap between richest and poorest sectors of the population tends to narrow. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, many candidates will be aware of the 'standard-of-living debate'. Well-informed candidates may know that the optimists believed that they had won the argument. However, more recent contributions from Feinstein and others have cast doubt on their findings.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 35	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

29 Evaluate the impact of the evangelical revival on religious life in England in the years 1815–1914.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the impact of evangelicalism during the nineteenth century. Well-informed candidates will know that evangelicalism and nonconformity are not co-terminous. Evangelicals energised the Anglican church and played a prominent role in the movement for reform which stabilized the Church of England in the second half of the nineteenth century. However, an evangelical approach characterized most nonconformist sects. Candidates should know that the evangelical approach involved greater emphasis on scripture and preaching and less on ritual. The political dimension is important also. The campaign against slavery gained substantial support from evangelicals. More broadly, evangelicals were active in the move towards social reform. Evangelicalism also had an impact on the balance between Anglicanism and Nonconformity. Candidates may make use of the religious census which indicates the extent to which nonconformity had made strides particularly in the industrial areas of Britain.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on changes in the organisation and impact of religion in nineteenth-century England. It is likely that many candidates will argue that the Victorian period was a strongly religious age and that religious observance equated to 'respectability' and acceptability in polite society. Evangelicalism changed the focus from lip-service to 'religion in action'. It is legitimate to argue that, while the evangelical revival was influential in reforms of the Church of England, the stabilization of Anglicanism helped to hold back the on-rushing tide of evangelical nonconformity, as did the expansion of Catholicism, especially after the Irish Famine. Candidates can argue that the impact was relatively limited but they must concentrate on impact rather than on descriptive accounts of evangelicalism and/or the growth of nonconformity. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, many candidates will be aware of debates on the impact of evangelicalism, particularly, perhaps, the impact on politicians and other elite figures, who were actuated by a sense of sinfulness (a key element in the evangelical message) for which they wished to atone.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 36	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

30 To what extent were nineteenth-century British novelists influenced by the need to be social critics?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the relationship between novelists and ‘the social question’. The question does not specify how many novelists should be considered but good answers must show a clear knowledge of at least two. The most likely candidates are Dickens and Elizabeth Gaskell, although there are many possible permutations. Some able candidates may wish to contrast the work of, say, Jane Austen and Charles Dickens in their attitudes to social matters – the former more interested in sharp, wry observations of character, the latter concentrating more on social conditions and, especially, on the prevalence of poverty and the impact of want. Good candidates will realize that what they argue will depend upon the novelists that they choose. Stronger candidates should select from a wider range of texts and avoid the pitfall and narrating plots. They will be aware that they should concentrate on the impulses driving novelists.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on the relationship between nineteenth-century novelists and social criticism and observation. Some candidates may argue that ‘social’ novelists were influenced by a need to bring issues relating to poverty and social deprivation to a ‘respectable’ audience. It is legitimate to argue that some novelists were much more interested in social criticism than were others. Some will also note that there is more than one kind of social criticism. In *The Way We Live Now*, for example, Trollope is just as much a social critic as Dickens, even though his beam sheds light on the greed and gullibility of the wealthy. Attempts to deal with historiography are unlikely in answers to this question, although some candidates who are also studying English Literature may make effective responses based on the skills of literary criticism allied to evaluation of appropriate historical and literary content.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 37	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

31 'In the years 1870–1914, far more opportunities for social advancement existed for middle-class than for working-class women.' How far do you agree with this view?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the changing role and status of women in later Victorian and Edwardian Britain. Candidates should have knowledge and understanding of opportunities both for working-class and middle-class women. In the former category, candidates are likely to talk about greater educational opportunities and the beginning of 'professional acceptability'. Specific information is likely to concentrate on the medical profession, including nursing, although, numerically, women had greater opportunities in education. Some candidates will note that the majority of upper-class women had no interest in professional work, although they might spend much time on charitable activity. Working-class occupations were diverse, although there is likely to be concentration on work in the textile areas. Numerically, the most common occupations were almost certainly domestic service and prostitution, though the latter tends to receive only muted comment in the textbooks. Candidates might note that the expansion of elementary education after 1870 substantially increased opportunities for able girls from working-class families, who could be trained as teachers and become dominant figures in the rapidly expanding 'Board Schools'. Against this, 'family employment' on the land became rather less common, especially in the depression-hit arable areas of the south and east. Some candidates may note that women workers were usually much more vulnerable to dismissal in the early stages of a depression than were men.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgment about the respective opportunities women in different, and probably strongly contrasting, circumstances. Most candidates are likely to accept the validity of the quotation with few, if any, reservations. Reservations, however, are possible. In textile areas, the mills gave increased opportunities for paid work. London's diverse economy also gave many opportunities, not least in the so-called 'sweated trades' and, perhaps most of all, in domestic service, which was dominated (in numbers if not hierarchy or esteem) by women. Some good candidates might argue that more high-profile opportunities existed for middle-class women which, allied to extensive self-publicizing skills, ensured that this group had the greater opportunities. However, opportunities for working women did increase in this period, despite adverse economic circumstances. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, many candidates will be aware of recent work on economic opportunities for women. This recent work has tended to concentrate more on working-class women than on the middle-classes, whose stories have been frequently told – and sometimes romanticized.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 38	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

32 Evaluate the strength of the British economy over the period 1880–1914.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is Britain's economic performance in the late Victorian and Edwardian periods. Candidates should have knowledge of the key indicators relating to economic performance: balance of trade; extent of inward investment; performance of key industries, such as mining, shipbuilding, textiles and transport. It is legitimate also to include material about the impact of economic changes, not least in terms of unequivocal evidence of rising living standards for those who remained in work. Candidates will also know about the so-called Great Depression, the psychological impact of evidence about success of foreign competition such as E.E.Williams's *Made in Germany*. Candidates may know about apparent economic revival in the early twentieth century and the impact of the arms race on employment.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on judgments about the overall performance of the British economy. Candidates might attempt a balanced view which incorporates, for example, evidence about the strength of the extractive and transport industries, especially after c1890. Against this needs to be set evidence of the impact of foreign competition, perhaps excessive reliance on 'invisibles' (although this was true of earlier periods as well) and increasing emphasis on British investment in overseas venture. Was British industry under-capitalized in consequence? Most candidates will argue that the indicators do not support an overall conclusion which is strongly either optimistic or pessimistic and some of the best candidates may argue that overall conclusions will depend on which indicators are given particular prominence. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, many candidates may have been taught through a historiographical prism since there has been lively debate among economic historians. Broadly, contemporary views of a Britain losing its competitive edge have been challenged by economic historians arguing that, once competitor nations with more extensive natural resources had industrialized, it was unrealistic to expect Britain's long period of economic dominance to be sustained. In short, they may argue that Britain did as well as could reasonably have been expected.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 39	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

Section 7: 1914–1951

33 Assess the quality of British generalship on the Western Front during World War I.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Candidates should have knowledge and understanding of this period of almost four years and appreciate that the precise focus is on the how effectively British troops were led during the First World War. The question is restricted to the war on the Western Front. Candidates are likely to have biographical information about some of the most senior generals, probably French (especially his role with the British Expeditionary Force) and Haig (as C in C). Kitchener was Secretary at War till his death and candidates should not concentrate on the Whitehall or Westminster dimension. However, it is reasonable to mention his role not least since he believed that Britain could outlast its enemies. Candidates should know about the strategies involved in fighting an attritional war and the consequences, especially in terms of casualties. Candidates should know about the main battlegrounds and the transition to trench-warfare. They are likely to have knowledge of the main Battles: Marne, Somme, 3rd Ypres, etc. They should also know about technological developments, perhaps especially the use of the tank and how well new technologies were employed. They might also wish to discuss how far the final, successful assault in the summer of 1918 resulted from effective generalship.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on an evaluation of the quality of British generalship during the First World War. It is perfectly reasonable to concentrate on Haig as Commander in Chief but good candidates will be able to discuss how effectively he was supported. Candidates who argue that the generals were 'donkeys' are likely to point to the apparently pointless loss of life on a massive scale and to the extraordinary degrees of planning and effort which went into campaigns which achieved little or nothing. They might argue that the war lasted so long because the generals lacked flexibility and the ability to come up with plans to break the bloody deadlock. Those who seek to defend the generals may wish to discuss the constraints under which they operated, both from London and also from being only a partner with the allies. Disagreements with the French are a not insignificant factor here. Candidates might also wish to note that British generals did attempt to make use of latest technology and that, in the end, the war was won. A substantially conscript British army was, in general, very well trained and morale remained surprisingly high for surprisingly long. It is legitimate to argue that everything turned on the outcome of the conflict, and that it went the Allies' way. It is also legitimate to make the point that the British army probably emerged from the slaughter with greater credit for competence and durability than that of the other combatants. It is also possible to mount a convincing defence of Haig personally and of his strategy, especially when considering the constraints. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on the 'lions led by donkeys' view and also on recent reinterpretations which have, in general, rehabilitated both the reputation of Haig personally and of his immediate subordinates. The general line may well be: 'what else could commanders in the field have done?'

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 40	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

34 How justified is it to describe Lloyd George as 'merely the prisoner of the Conservatives' during the coalition government of 1918–22?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Candidates should have knowledge and understanding of the Lloyd George coalition, with special reference to the relationship between the Prime Minister and the Conservatives who comprised the bulk of his parliamentary majority, holding two-thirds of the coalition's seats. Candidates are able to draw on material relating to both domestic and foreign affairs and are likely to have knowledge of: Lloyd George's contribution to the Versailles Settlement and his insistence on heavy reparations; social reform (notably the 1918 Education Act, the Housing Act of 1919 and the Unemployment Insurance Act, which greatly extended the numbers of those insured); negotiations over Irish independence. They should also have knowledge of the circumstances precipitating his fall in 1922 (Conservatives opposed to progressive legislation using Lloyd George's propensity to sell honours and his performance over the Chanak Crisis). Conservatives voted to withdraw from the Coalition in October 1922.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on making a judgment about the extent to which Lloyd George was able to act, as prime minister, without excessive deference to the majority element in his coalition government. Candidates can argue this either way. On the one hand, there was something like consensus for LG's stance at the peace conference (Keynes was very much in the minority!) and the main animus against any kind of Home Rule for Ireland had diminished after 1916. On the other a majority of Conservatives in the coalition were no more charmed by what they saw as damagingly progressive social legislation than they had been during the Campbell-Bannerman/Asquith period. It might also be argued that, as a successful wartime prime minister, LG enjoyed something akin to a 'honeymoon' period in the immediate post-war period. However, ideological divisions were never far below the surface and the Conservatives knew that they could bring LG down whenever they chose. To that extent, he was 'on sufferance' as prime minister, if not exactly a prisoner. Many upright Conservatives also hated LG's propensity (to put it no higher) for cutting legalistic corners and to playing fast and loose with parliamentary conventions. In their eyes, he was, in essence, Welsh, nonconformist and a wide-boy. Stanley Baldwin famously called Lloyd George 'a dynamic force' who was also 'a very terrible thing'. Perhaps the able candidate might point both to the legislative achievements of the immediate post-war period (which many Conservatives hated) and to the brute fact that the National Liberals could do nothing to save Lloyd George when it suited the Conservatives to withdraw their support for the coalition. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on recent studies of the early twentieth-century Conservative party or on recent biographies of Lloyd George.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 41	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

35 Assess the causes and consequences of the General Strike of 1926.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Candidates should have knowledge and understanding both of the significance of the General Strike (though it is difficult to make relevant either the origins of, or a pure narrative of, the events of May 1926) and of the subsequent history of the Labour party. Candidates should know that the General Strike was a failure, that it was followed by the Trade Disputes and Trade Unions Act 1927, which required trade unionists formally to contract in to the political levy and also banned general and sympathetic strikes. Partly as a result, trade union membership declined, although this was also attributable to trade slumps in many staple industries. Candidates should also know about Labour's period in office 1929–31 and the circumstances which ended the minority government. They should also know about Labour's rejection of MacDonald and Snowden.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on making an evaluation of the impact of the General Strike on the Labour movement. Candidates might note that Labour did well in the general election of 1929, so the short-term effects of the strike did not seem to impact adversely on the electorate. On the other hand, the 1927 legislation affected Labour's funding and therefore its ability to operate as a powerful counter-weight to the Conservatives, although its position as the official opposition was confirmed after 1931 with the virtual collapse of the Liberal party (only 33 seats won in the 1935 election). Thus, it is possible to suggest that the Labour movement was damaged by the impact of the General Strike, although its political prospects were not significantly harmed. Some able candidates might argue that a Labour party less obviously in thrall to a dominant trade union movement enabled the party to appeal to voters who might otherwise have been put off. Nevertheless, although Labour was the opposition party, it won only 52 seats in the 1935 election to the Conservative (and allies) 473. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on recent work on changing fortunes of the Labour party. The extent to which the Labour party benefited from its close associations with the trade union movement in the later 1920s and 1930s remains an open question for historians

AO3 [not applicable to Outlines]

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

Page 42	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

36 'Britain's policy of appeasement in the 1930s was politically popular but fundamentally misconceived.' How far do you agree with this view?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Candidates should have knowledge and understanding of Britain's relations with Germany and its allies from 1933–39. Candidates should concentrate on relations with Germany but it is relevant to make reference to Britain's stance on Mussolini's aggressive policies and even to the lack of support for the anti-Fascist brigades during the Spanish Civil War. Candidates are likely to know about Hitler's objectives in foreign policy (particularly, perhaps, the emphasis on *lebensraum*) and his flouting of the Versailles settlement, occupying the Ruhr, etc. Candidates should also provide knowledge of public opinion in the 1930s. Mass observation confirms the 'never again' approach of most folk, at least until late 1938, although the iconic statement comes from the Oxford Union's vote against fighting for King and Country.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on making a historical judgment concerning a contentious proposition about Britain's foreign policy in the 1930s. Good candidates should comment both on the popularity of appeasement and also offer a judgment on whether or not the policy was misconceived, although it is legitimate to give more attention to the latter than the former. Some will argue that, almost by definition, the policy was misconceived since it failed to prevent a second world war in little more than two decades. Also, by 1939, Hitler was armed to the teeth and probably beginning a war for which he had been preparing for five or six years. However, apologists for appeasement can argue that a fresh war would be economically crippling unless properly prepared for, that Britain's long tradition of naval supremacy gave it a 'get-out' card where intervention on the continent was concerned. This tradition had been ignored in 1914 but with results which were both unanticipated and catastrophic. More practically, it is possible to argue that the policy did buy Britain time. The country went to war considerably better (if not ideally) prepared in September 1939 than it would have been in 1938, let alone earlier. Appeasement was also the 'democratic' choice in so far as public opinion counted in the calculations. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on recent work on British diplomacy. Some candidates will be aware that valiant efforts have been made to defend a policy which had substantial popular support.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 43	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

37 Why did the Labour government move so quickly after 1945 to give independence to India?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Candidates should have knowledge and understanding of the move towards Indian independence after the Second World War. It is relevant (though not essential) to mention growing pressure for independence within India in the 1920s and 1930s, including the role of Gandhi and the Congress Party and the passing of the Government of India Act in 1935. Candidates can make this relevant by showing that attempts to frustrate the independence movement had been unsuccessful. However, the main focus must be on the short-term factors, among which is the Second World War which stimulated the 'Quit India' campaign from 1942. Indian troops mutinied against British officers. Candidates should know that India was on the brink of open revolution and that it was, in effect, in rebellion by 1945–6. It is relevant to mention Mountbatten's announcement of Indian independence and partition (June 1947), followed by formal independence only two months later, though candidates will have to work hard to make discussion on the political wisdom of the partition relevant.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on the reasons why the Labour government acted as it did in respect of the independence and partition of India. The likely causal factors in deciding on a rapid granting of independence were: mutinies by the Indian National Army and by the Royal Indian mutiny in Bombay (Feb 1946); Labour's reflection on whether India was any longer governable without independence; principled pressure within the Labour party in favour of independence; the view, increasingly held, that the fighting of two world wars had so sapped Britain's strength that the empire was no longer affordable in the long term. In the short term, pressure for independence was furthest advanced in India. It is also relevant to note that public opinion in Britain was moving decisively against support for continued repressive measures. It is also possible to argue that Labour was panicked into rapid independence. Comment on 'so quickly' could be effectively made in the context of Mountbatten's Vice-Royalty. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on recent work on the independence movement in India and also, perhaps, on Labour's foreign policy priorities. There is on-going debate on how important the Quit India campaign was in Labour's decision in 1945–6.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 44	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

Section 8: 1951–2005

38 Why did it take so long for Britain to join the European Community (EEC)?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The chronological focus here is, in effect, on the period from the late 1940s, when discussions began for closer relationships between the powers of western Europe and Britain's entry to the EU in 1973. The specific focus is on evidence which allows candidates to discuss why Britain did not join earlier. Candidates should know that many, especially in the later 1940s and 1950s, were not particularly keen on closer links with Europe. Nevertheless, Churchill talked of a United States of Europe in 1946, the OEEC was established in 1948 and the UK signed the Statute of the Council of Europe (1949). But Britain did not join the European Coal and Steel Community. Candidates may link the decision not to join the 'six' in 1957 to the desire to persevere with imperial attachments, although these were in economic terms a wasting, if not counter-productive, asset. There is also the long-standing fear of too close a relationship with continental Europe – different languages, fear of getting drawn into alliance entanglements, fighting two devastating wars within a thirty-year period, etc. Candidates should know about the Tory government's attempt to join the EEC in 1961–3 and the Labour government's attempt in 1967–8. They should also be aware of the importance of de Gaulle's resignation in 1968 as removing perhaps the largest obstacle to British membership. Candidates might note that during the eventually successful negotiations, there was a large minority in the Commons which did not wish to join (on the key vote 356–244, though there was an overwhelming majority in the Lords: 451–58). Labour's long-standing divisions on Europe were an important factor in the 1960s and early 1970s. Britain did eventually join the EU in 1973 when the key structural elements were long in place, some of which (including a Common Agricultural Policy fashioned to Gallic specifications) put Britain at a disadvantage. Also de Gaulle was no longer in power. Good candidates might wish to argue that, although continued delays over Europe from the 1960s had much to do with French opposition to British membership, they were also partially motivated by the concern to maintain close Commonwealth ties and partly by a harder-headed and rational economic calculation – that Britain stood to derive fewer benefits from membership in 1973 than it would have received in 1957.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on a historical judgment related to the reasons why Britain took so long to become a member of the EU. Good candidates might argue that the main early reasons concerned British reservations and the main later reasons were bound up with Gallic (or is that 'Gaullic'?) opposition to what was by the 1960s an effective going concern. Part of the answer might for many candidates lie in the apparently timeless island insularity and part of it in the concern that too close an involvement in Europe would bring additional defence costs and perhaps even greater risk of yet another war. In any case, Britain was heavily committed to the defence of Western Europe through NATO from 1949. Candidates are likely also to suggest that an important factor in the 1940s and 1950s was Britain's close alliance with the United States, added to an unrealistic perception that this alliance was one of near equals. Disturbing signals that diplomats and politicians on the other side of the Atlantic saw it much more as one of increasing dependency on the dollar went unheard or, at least, unheeded, and may well have distorted perspectives over greater European integration. Arguably, however, Britain's prestige in the US did remain high for a time – even allowing for the huge, and deleterious, economic impact of fighting World War II – since Britain had been the only non-occupied major allied power in Europe. Against that, it became ever clearer that Britain neither could nor would adopt the kind of semi-independent position on the Cold War that France and, perhaps, West Germany did. This was one of the key factors which led to de Gaulle's blocking of British applications to join the

Page 45	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

EEC in 1963 and 1968. Candidates should discuss changing attitudes to Europe and why Britain made three main applications in the 1960s. Decolonization was one issue, since the economic value of Empire was dwindling and members of the Commonwealth were producing for their own needs. Europe therefore seemed a more attractive alternative than in the 1950s. Additionally, the EEC seemed more successful than many in Britain had anticipated. Also, from the 1960s, the light was dawning that the 'special' relationship was particularly special only in one direction. Indeed, many in the USA urged Britain to strengthen commercial and other links with Europe, especially while the Cold War raged. Good candidates will ask whether changes at government level led to, or followed, any change in public attitudes towards Europe. The Press was not short of anti-European polemics, especially in the then highly successful *Daily Express*. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Here, for example, candidates might know about recent reappraisals of Britain's relations with Europe. Some may note a distinct pro-European bias in the historiography of the subject. British academics, in particular, tended to be more *communitaire* than was public opinion.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 46	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

39 How successful, and how important to Britain, was the British Commonwealth in this period?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The chronological focus here is on the work done by the British Commonwealth, especially in the context of its value to Britain. Candidates should know the process whereby the British Empire involved into a Commonwealth as, in effect, a loose federation of states which had previously been part of that Empire. Candidates should know what the Commonwealth is. It is a grouping of nations who support democracy and the upholding of basic human rights. All member states are stated to be free and independent. The UK monarch is currently head of the Commonwealth, though that role (unlike the monarchy itself) is not hereditary. The work done by the Commonwealth Secretariat (established in 1965) is largely social, humanitarian and environmental, although the Secretariat has liaison functions between member states. There is a biennial Heads of Commonwealth meeting but opportunities exist for other gatherings to discuss, and perhaps resolve, specific issues. The wider culture of the Commonwealth is influenced by sport, including the Commonwealth Games held every four years.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on making two historical judgments related to the success of the Commonwealth and its value to Britain. It can be argued that, despite many vicissitudes, the fact that the Commonwealth has shed very few members, and that it has continued as an international gathering in a rapidly changing world, represent considerable successes in their own right. It also brings together leaders and others from very diverse cultures for diplomatic, humanitarian and sporting purposes. Against that, the extent to which the Commonwealth is, in reality, a free association of democratic nations committed to the upholding of human rights can be questioned. Some critics would argue that it is an anachronistic hang-over from the imperial period, an irrelevance which is expensive to maintain and which is prone to damaging internal disagreement. On the value of the Commonwealth to Britain, candidates might argue that the presence of the Commonwealth has helped to ease the tensions implicit in what was a long process of decolonization. Arguably, too, the Commonwealth gives Britain access to influential contacts especially in Africa and the Caribbean. The Queen's clear support for 'Commonwealth values' arguably enhances the value of the Commonwealth and contributes to the development of a shared culture. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on recent work on the humanitarian work of the Commonwealth and the leadership functions it has assumed.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 47	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

40 Was the Conservative election defeat of 1964 due more to the party's long-term weaknesses or to its poor handling of short-term crises?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The chronological focus here is on the early 1960s, with special reference to the performance of the governments of Macmillan and Home. Candidates should know that this defeat came after three successive election victories (1951, 1955 and 1959) in a decade which saw much economic growth, the ending of national service and rationing and which was pivotal in the post-war boom which increased opportunity and saw substantially rising living standards. Candidates should know how these conditions helped the Conservatives. Long-term 'weaknesses' were clearly not terminal, although candidates might know about difficulties in diplomacy and the long-term legacy of the Suez Crisis, which contributed to the reduction of British influence in world affairs. The short-term crises will probably concentrate on events in the early 1960s and particularly the Profumo scandal which turned on hypocrisy, mendacity and standards of public life with linked concerns about the leakage of secrets to the Soviet Union. Candidates will also know about economic difficulties in the 1960s. It is relevant to mention to change of prime minister in 1963, when Home succeeded Macmillan. Many considered him an anachronistic figure, symbolizing a by-gone age when the aristocracy seemed to be the only social group which mattered. The fight for the succession might also be mentioned. The process was secretive and disruptive to the government, particularly when an outsider (although one with plenty of government experience) 'emerged' from 'the taking of soundings'

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on a historical judgment about the reasons for Conservative defeat in 1964, with special reference to the relative importance of long-term and short-term factors. Candidates are likely to suggest that long-term weaknesses were not as significant as short-term problems, although some might suggest that virtually all governments which have enjoyed three or more successive terms run out of ideas and are prone to internal squabbling as potential successors jockey for position. The weakening of Britain's international standing, especially after 1956, is a possible long-term factor and the failure to join the EU in the later 1950s was probably a mistake. Certainly, it led to later humiliations. Short-term factors have been mentioned in AO1 above. Economic difficulties and the growth of the price inflation which often accompanies periods of expansion also had an effect. Over the thirteen years of Conservative government, prices went up by 50%. Inflation rates increased substantially in 1961 and 1962. Macmillan's 'night of the long knives' in 1962 was an attempt to cull less able ministers but was counter-productive since it was widely considered both excessive and a cynical ploy to shore up the prime minister's position. It is possible to argue that neither long-term weaknesses nor short-term crises explain Conservative defeat in 1964. Candidates might note the significance of both while noting that the key issues were the waspish effectiveness and debating skills of Harold Wilson as leader of the opposition from 1963 and, even more, a change in the *zeitgeist*: new opportunities, higher disposal incomes and a revolution in technology all combined to induce in more voters not a sense of gratitude towards the Tories but a sense that times were changing and neither the Macmillan nor the Home administrations suggested that government was moving with the times. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on recent studies of the Conservative governments, on Britain's increasingly pro-American diplomacy and on the impact of the decline of deference.

AO3 [not applicable to Outlines]

Page 48	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 49	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

41 'A mediocre prime minister whose policies lacked both vision and direction.' Assess this view of Harold Wilson.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The chronological focus here is on the 1960s and 1970s with a specific focus on Harold Wilson as prime minister. Candidates should know that he was prime minister from 1964–70 and then from 1974–6 when, to general surprise, he resigned. Candidates should also know about Wilson's vision for a government able to respond to change, not least those changes forged 'in the white heat of the technological revolution' and select material to indicate how far, in office, Wilson's governments realised this ambition. There is likely to be material on economic performance, including the devaluation of the pound in 1967. Candidates should have material which will enable them to judge whether economic aims were realised. They might also discuss Labour's relations with the trade unions, culminating in the difficulties over 'In place of strife'. There is scope to discuss foreign policy, including relations with the USA (including Britain's refusal to commit troops to Vietnam) and with the EU, including the de Gaulle veto. In Wilson's second prime ministership, candidates are likely to concentrate on economic crises (particularly uncontrolled inflation, which exceeded 50 per cent in little more than two years when Wilson was prime minister).

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on a historical judgment on Harold Wilson's performance as prime minister. There is much to say on both sides of the argument. Candidates who wish to challenge the overall judgment might note his electoral success. As Labour leader, he won four general elections out of five, although three of these were virtual dead-heats. He was also economically perhaps the most literate prime minister of the twentieth century at a time when the performance of the economy became increasingly important in determining the result of elections. He was also an able tactician who used his skills to keep a notably fractious party together. He headed a powerful and able government in the years 1966–70. Against this, candidates might note that he failed to deal with the most important question of the day – rising inflation – and he probably also conceded too much to an increasingly self-confident, even arrogant, trade union movement. Critics would also argue that he was more interested in the minutiae of political manipulation than he was in setting a clear policy course and steering consistently to it. There was, therefore, no consistent direction. Economic experiments and the reorganisation of cabinet offices also tended to produce much less than promised. Some argue that his personality became increasingly paranoid and that spent too much time worrying about threats to his position. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on recent work on Wilson, which has (at least in part) rehabilitated him by stressing the difficulties he faced and arguing that keeping Labour together as a united, if fractious, party deserves more credit than it has usually been given.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 50	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

42 Why did the influence of the trade union movement decline so sharply in the last thirty years of the twentieth century?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The chronological focus here is on the period from c.1970 to c.2000, though many candidates will wish to concentrate on the conflicts of the early 1970s and then on the Thatcher government's anti-union policies especially in the first half of the 1980s. Candidates should know, in broad outline, the pattern of trade union membership. In 1970 it totalled about 9m, rising in 1980 to about 12m before falling back to 6.5m in 2000. Good candidates will use such figures to indicate changes in union 'clout'. Candidates will know about the influence of trade unions by the early 1970s, with specific examples of trade disputes, probably the miners' strikes of 1972 and 1974 and the attendant 'three-day week'. They might make use of information about key leaders such as Joe Gormley, Jack Jones and Ken Gill. Candidates might also note the restrictive practices often associated with union practice – especially in the printing trade. The early 1980s are dominated by the Thatcher government's attempt to reduce union power, with defeat of the miners following their strike of 1984–5, a key development. Candidates should also know about trade union legislation passed by Conservative governments in the years 1980–93, which restricted picketing activities and 'sympathy' strikes and the imposed necessity for members' ballots before strikes could commence.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on a discussion of the reasons why the trade union movement was significantly weaker in the 1990s than in the 1970s. The key factors which most candidates will concentrate on are: increasing public hostility to being 'held to ransom' in the 1970s (a perception sedulously propagated in a predominantly right-wing press); the election in 1979 of a government which was hostile to what it considered to be excessive union power arrogantly deployed by trade union 'barons'; the impact of the failure of the miners' strike; the role of Scargill and how far his leadership reduced the miners' chances of success; declining employment opportunities from the 1980s in key heavy manufacturing and extractive industries such as shipbuilding and mining; the perception that union membership conveyed fewer benefits since high wage settlements were less common and legal restrictions on strike action more stringent from the mid-1980s onwards. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on recent studies of the miners' strike or of the Thatcher administrations to cast fresh light on the tactics used by both sides.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 51	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

Section 9: Themes: c. 1914–2000

43 Assess the view that British economic policies were more successful in the period 1945–2000 than in the period 1918–45.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the economic policy and policy making in the two prescribed periods. The precise focus is on making a judgment about successes and failures. Candidates will wish to show basic knowledge of economic policy but the emphasis should be on broad trends. The period from 1918–45 was dominated, at least in popular perception, by long-term unemployment and the Dole. Candidates should know about policies to deal with unemployment and also about the impact of the return to the Gold Standard. Candidates are also likely to have knowledge of the generally deflationary policies of the inter-war years and of the challenge to these mounted by 'demand-stimulus' economists, and particularly J.M. Keynes. Candidates should note the different policies adopted during wartime within a context of a 'controlled' economy, geared to wartime survival, manufacture of ships, aircraft and weapons. Candidates should also know about policies related to the rationing of food. The years from 1945 to the early 1970s are dominated by Keynesian thinking, demand management and the desire to 'conquer unemployment'. The 1970s were dominated by difficulties over inflation in the early-mid 1970s and with first Labour's and then Thatcherite Conservative attempts to tackle mounting deficits. Stress is likely to be placed on what appeared to be a neo-Liberal approach: squeezing inflation out of the system, high rates of indirect taxation and low, 'incentivising' rates of direct taxation. Good candidates might note that the Thatcherite economic experiment did not end with Thatcher. It was continued by Major and by Blair/Brown.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on making a historical judgment about the successes and failures of British economic performance in the prescribed periods. Both of the periods prescribed have an upside and a downside, so candidates can reach a valid conclusion about greater success choosing either period. Thus, economic policies inter-war might have led to unacceptably high levels of unemployment. On the other hand, from the early 1930s, unemployment was strongly regional in its impact and low prices and low interest rates helped many in the working classes to get onto the property ladder. Some candidates might wish to divide the period 1945–2000 into two contrasting phases. The policies of period 1945–73 can be seen as broadly successful, at least until the oil crisis of the early 1970s. They witnessed the longest sustained period of rising living standards and encouragement to spend led to substantial economic growth. On the other hand, spending was increasingly on cheaper overseas manufactured goods and expansionary policies led to difficulties in terms of the balance of trade and also, perhaps, restrictive practices employed by an unprecedentedly powerful trade union movement. The policies from 1976 onwards are likely to be discussed predominantly within a Thatcherite/neo-Liberal framework, although there is much to be said about (for example) the extent to which economic policy actually was British once the IMF imposed its conditions in 1976 and also whether the contentious Thatcher years made possible the substantial economic recovery of the 1990s. On Thatcher, candidates can argue: *either* that this was a long-delayed but highly-necessary shake-out, requiring industry and commerce to become more competitive, cutting waste and seeking new markets *or* that the severity of the medicine sent manufacturing industry in whole regions to the wall and led to a grotesquely unhealthy reliance on unbridled finance capital – and particularly on the City of London. The British economy by 1990, it could be argued, had become dangerously skewed because it was crudely managed. There is, therefore, plenty of scope to reach highly diverse judgments about the success or failures of policies in both periods.

Page 52	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Here, for example, they might wish to use recent work to judge whether, in determining the success or otherwise of economic policies, excessive stress has been laid on dealing with unemployment or on particular individuals. Keynes and Thatcher may be the prime candidates for personalized treatment here, although the former was not alone in his thinking and the latter had most of her economic thinking done for her (and simplified in the process) by the Friedmans and the Hayeks.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 53	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

- 44 'The experience of the twentieth century suggests that the less government has interfered in education policy the more effective state education has been.' Discuss the validity of this statement with respect either to the period 1918–51 or to the period 1951–2000.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is government policy on education in one of two periods. Whichever period is chosen, candidates should be aware of the main issues relating to education, including relevant legislation. In the earlier period, the key legislation is the 1918 Education Act and the so-called Butler Act of 1944. From the latter, candidates should know legislation relating to comprehensive secondary education and also that relating to the national curriculum. Candidates should also be aware of the main issues. In the first period, they are likely to stress the expansion of educational opportunity, including the raising of the school leaving age and the development of selective education based on perceived ability. In the second, the key issues identified are likely to be growing opposition to selective secondary education and the imposition of a core curriculum, with the attendant implications for the professional autonomy of teachers.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on making a historical judgment about the impact of government policy on state education. Candidates broadly agreeing with the statement are likely to note the tensions which the imposition of national norms involved, including those between central government and local authorities and between politicians and professionals. They might also reflect on the effectiveness of the relevant legislation and also whether education ministers and the civil servants who worked with them possessed sufficient knowledge and experience to formulate effective legislation. The emphasis in the answers should be on the effectiveness of policy changes. Whichever period is chosen, candidates may give special emphasis to either primary or secondary or higher education. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on recent work on the main factors affecting education policy and the implications of changing opportunities for pupils educated in the state sector.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 54	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

45 Explain which factors most altered race relations in Britain in the period from c. 1945 to c. 1980.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is race relations in the prescribed period. The precise focus is on making a judgment about the reasons for changes. Candidates will wish to show basic knowledge of immigration, especially from the Caribbean, from East Africa and the Middle East to indicate its scale and diversity. They should also know about key aspects of race relations, including the jobs done by recent immigrants and also the tensions which built up in certain areas of cities, especially in London. There should also be knowledge of race-relations legislation, particularly the Race Relations Acts of 1965, 1968 and 1976 which defined forms of discrimination which became illegal. The establishment of the Commission for Racial Equality (under the 1976 Act) is a development which many candidates will know about.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on making a historical judgment about factors affecting race relations. Most candidates are likely to argue that changes in race relations in this period were mostly in the direction of more harmonious relations with anti-discriminatory legislation an important factor. Others are, of course, in play. Some will argue that immigrants were perceived as less of a threat to jobs and to 'the British way of life' as they became more assimilated and as mixed-race marriages became more common. Some might argue that, from the 1960s, more liberal social attitudes generally brought with them less fear and less resentment of recent immigrants. Also, the economic contribution made by immigrant communities became more valued as the 'threat' element diminished. Some candidates might argue that race relations improved little, if at all, in this period and that those areas most prone to inter-racial hostility in the 1950s remained so in 1980. Here, they might argue, the intentions of government legislation were not always realised and its specific terms honoured more in the breach than in the intention. Attention might be given to inter-racial discord in the working-class communities of large cities, and especially so when economic downswings affected employment opportunities in the indigenous population. Good candidates will select a range of relevant factors affecting change and should argue which were the most significant.

Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on recent work on immigration patterns and the mechanics of integration and socialisation.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 55	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

46 Why was the impact of technological change on British life so substantial during the second half of the twentieth century?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is technological change. The precise focus is on making a judgment about its impact since c. 1945. Candidates are likely to concentrate, in one form or another, on the electronics revolution which affected most aspects of life. In the 1950s and 1960s, it could be argued, its impact was greatest in the spread of domestic appliances (washing machines, fridges) which removed much of the drudgery from housework. Electronics also powered a revolution in home entertainment, affecting cinema attendances and the organisation of life in the home. Candidates should also be aware that technological change, linked to increased economic opportunity, created a mass market for motor cars. It is important that candidates appreciate the significance of technology in the period before the development of home computers, though many will want to concentrate on the last two decades of the century when the impact of readily available hi-technology equipment made an impact on the mass market, through PCs, video games and the rest. Technology does, of course, help to drive the development of a mass market for a wide range of consumer preferences, including foreign holidays. Accept any evidence which links technology (widely defined) with changes in British life.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on making a historical judgment about the impact of technological change on British life in the stated period. Most candidates are likely to explain the extent of the impact in the context of a mass market and some good candidates might suggest that the extent of the impact reflects the increased economic fortunes of the mass of the population which, in its turn, stimulated increased investment in the key products of the technological revolution. Some might argue that technological changes were so great, in part, because of the greater spending power of young people for whom peer-pressure and emulative spending were important motivating factors. Good candidates should make an explicit link between supply (technological innovation; productive capacity) and demand (how the consumer market grew and in which social groups) and such candidates might well explain why the second half of the twentieth century saw such 'substantial' or dramatic change. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on recent work on the nature and extent of change driven by 'Silicon valley' innovations and also on technological change as an increasingly global phenomenon.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 56	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

47 To what extent has television had a coarsening effect on British popular culture? Discuss with reference to the period since c. 1960.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the impact of television. The precise focus is on making a judgment about the extent to which television has coarsened popular culture since c. 1960. Candidates might have reality television in mind as a key indicator for this question but they should also be aware that this development is little more than a decade old and the remit of the question takes them back half a century. Candidates may be allowed to choose their evidence from a huge range of TV output and they should be aware that over this period, as well as ‘popular’ output, television has shown a wide range of educational or ‘improving’ programmes on the arts, natural history, the development of science, albeit normally on ‘minority’ channels. Popular entertainment predominates and the proportion has increased since the advent of digital and cable television. Candidates may choose any programme, but their material should be specific and, across the answer, it should reflect the range of output.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on making a historical judgment about the extent of television’s impact specifically on popular culture. Drawing on the kind of evidence suggested under AO1 above, candidates should reach a conclusion about ‘coarsening’. Some may argue that bringing popular science and arts programmes to the screen has informed popular culture rather than the reverse. Apologists are likely to argue that TV output reflects the interests, preconceptions and prejudices of its audience. They may suggest that there is no one audience to be ‘coarsened’ and, in any case, TV producers who chase ‘ratings’ have – within the fairly loose boundaries of the law and propriety – to give audiences what they want. Those who argue in favour of coarsening may select programmes whose apparent focus is populist, depending disproportionately on manipulation and humiliation. Some might argue that ‘reality’ television is itself a crass misnomer. Good candidates should range across the whole period covered by the question and may wish to argue that, over time the impact of TV on British popular culture has changed – for better or worse. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on recent work on either on the impact of reality television on audiences or on social engagement.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

Page 57	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1c

- 48 'The feminist movement in Britain had ambitious objectives but entirely failed to understand the needs and aspirations of ordinary women.' To what extent do you agree with this judgement in respect of the period from c. 1970?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the objectives and impact of the feminist movement in Britain since c. 1970. Candidates should know about the aims of feminism: equal employment opportunities, including equal pay; the end of what is often in the literature called 'patriarchy', the sharing of family responsibilities between men and women; equality in the 'power relationship' between the sexes. Candidates are likely to refer to Germaine Greer's *Female Eunuch* as an iconic feminist text but feminism has produced a large number of highly engaged and sometimes elegantly persuasive writers who examine 'women's rights and opportunities' in considerable detail. Good candidates will see that this question probes the social range engaged by feminism and the material they select should give access to development of the kind of arguments identified in AO2.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on making a historical judgment about both the objectives, and the extent of the impact, of the feminist movement in Britain. Almost by definition, some candidates will suggest, the most articulate feminist voices are likely to come from the highly educated professional middle classes. Also, the highly educated in the early 1970s formed a smaller proportion of the population than around the turn of the century. Those arguing against the proposition can use evidence of women across the social spectrum being engaged in specific issues relating broadly to women's rights – especially in areas concerned with contraception, abortion and, especially perhaps, rape. It would be difficult to deny that the feminist movement has heightened general awareness of many key issues broadly related to 'women's rights'. On the other side of the argument, intellectual feminists raise a number of issues – particularly related to abstract rights – which have had little impact on women generally. Many women are also clearly happy with what feminists might consider an inferior, even oppressed, role, especially in relation to the family (childcare duties; 'sacrificing' career and other economic opportunities to be a 'housewife and mother'). Those who take this view tend, though there are many exceptions on both sides, to come from less privileged and less well-educated backgrounds. Candidates may make the answer turn on the extent to which – whether by intention or not – feminists end up talking to the converted and making relatively few new 'converts'. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, some may wish to draw on recent work on feminism and women's rights, not all of which has been written by feminists themselves. The work of political philosophers such as John Gray may be referred to.

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 penalized for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.