

MARK SCHEME for the May/June 2015 series

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

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Section 1: 1689–1760

1 Assess the strengths and weaknesses of William III's rule as King of England.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: William's accession as a 'joint monarch'; the role and status of the monarch after the Glorious Revolution; the limits set to the powers of the monarchy, not least over finance, William's rule within these new legal constraints; his status as a foreign monarch; the importance of his religion; his domination of the 'dual monarchy'; his relations with courtiers and the expense of his court; William and the Tory party – relations with Danby, Godolphin, Nottingham and Halifax; his handling of a Privy Council with Whigs in the majority; his management of Parliament in which Tories and Whigs usually fairly equally balanced; his frequent absences from England; his strategy for fighting the War of the Grand Alliance; England's role in the War, with more success at sea than on land; no knock-out blow before the War ended by Treaty of Ryswick; William's handling of growing opposition to a controversial war often seen as more in Dutch than English interests.

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 in order to arriving at a well-considered judgement about both strengths and weaknesses. The discussion may centre on: whether William was an effective monarch, whose strengths outweigh weaknesses. He stabilised the institution of monarchy after James II's fraught reign. He fought off Jacobite/Catholic attempts to claim the throne back. He acted independently when he could and the 'joint monarchy' was more a fiction than a fact, with Mary II operating as little more than consort. His policy re the Nine Years' War can be seen as either a strength or a weakness. He was single-minded and had (most of) the money he needed to continue his crusade against Louis XIV; Louis's growing international power was checked and Anglo-Dutch campaigns enjoyed some successes at sea; against this, setbacks at Lieges and Charleroi (1693) and at Brest (1696); no overall victory in the war; frequent absences from England drew increasing political criticism; William's management of Privy Council; his use of the royal prerogative to veto legislation coming from Parliament. William's management of political forces in Parliament. William's increasing unpopularity can also be seen as a weakness; the Act of Succession (1701) as a parliamentary indictment of William's rule. Good candidates might argue that parliamentary opposition was an indicator of how effectively a monarch whose powers had been officially circumscribed could still operate. Those who wish to stress William's weaknesses as King might argue that growing Tory disenchantment with him indicated that William did not play his political cards as adroitly as he might have done, since he alienated a party which was, viscerally, much more pro-monarchical than the Whigs.

Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, some candidates may be aware of debates over the nature of William's kingship, including the extent to which he was constrained by the operation of a new form of party politics from 1689 onwards.

AO3 – [not applicable to Outlines]

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

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2 How important was the navy to Britain’s conduct of war in the years 1702–13?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to the main naval battles: British victory at Malaga 1704, Marbella 1705, and the navy’s support of invasion and capture of territory (see AO2 below). They should also know about the campaigns in Flanders, which are overwhelmingly land-based, including Blenheim (1704), Ramillies (1706), Oudenarde (1708) and Malplaquet (1709), leading to eventual allied domination of the Low Countries and the favourable Treaty of Utrecht.

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 in order to arriving at a well-considered judgement.

The discussion may centre on: the use of the navy to land troops (as, for example, Rooke’s landing of troops in Lisbon, 1704, and Cloudesley Shovell’s in Catalonia, 1705; Leake’s capture of Sardinia and Stanhope’s of Minorca; use of navy to capture territory, Gibraltar, 1704, Sardinia and Minorca, 1708. Good candidates will see that they must make a judgement concerning the relative importance of navy. Such candidates are likely to note that the navy’s role was mainly supportive while great importance was always attached to command of the sea. Nevertheless, there was limited use of the navy in Flanders, though considerably more in the Mediterranean. The numbers of seamen increased markedly during war – fewer than 8000 in 1700 and more than 43 000 by 1705.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, some candidates may be aware of debates over the centrality of the navy compared with the army and, especially, over Parliament’s willingness to vote funds in its support.

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

AO3 – [not applicable to Outlines]

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

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3 How effective was Walpole's foreign policy?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: Walpole's favouring of policies designed to avert war; his belief that peace facilitated policies of low taxation and, therefore, increased his popularity, especially with independent MPs. Peace policies involved treaties with Prussia (1723), the Treaty of Hanover (Britain, France and Prussia, 1725), Seville (France and Spain, 1729); Peace of Vienna with the Holy Roman Emperor (1731), Commercial Treaty with Russia (1734), Treaty with Spain, designed to resolve long-standing difficulties over foreign ships' licence to enter foreign ports (Convention of the Pardo (1739). Failure of the Pardo to preserve peace; outbreak of War (Jenkins' Ear) leading into War of Austrian Succession.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches in order to arriving at a well-considered judgement.

The discussion may centre on: Walpole's objectives in foreign affairs; how he handled disagreement over these, including from his own party. However, good candidates will see the need to make an assessment of effectiveness and should debate how well his foreign policy worked. Many will argue that keeping the peace was a laudable objective and had more benefits than merely helping Walpole to stay in office. Also, since peace was maintained for almost twenty years, it could be concluded that the policy was indeed effective. On the other hand, candidates may argue that overall effectiveness is doubtful because these foreign entanglements (some of which were mutually inconsistent) were as easily broken as made and eventually failed to keep the peace anyway. The wars into which Britain entered in 1739 were long and destabilising. Among other things, they ultimately made Walpole's political position untenable.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of broader debates about Walpole's effectiveness as prime minister and the extent to which his policy objectives were selfish. Above all, he wanted to stay in power. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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4 Should the Elder Pitt be considered as a great wartime leader?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: war with France from early 1756 (Pitt did not come into office until several months later); the importance of the alliance with Prussia; lack of decisive early victories – with the exception of Frederick’s at Rossbach; the key victories of 1759 in North America (see AO2 below); Pitt’s emphasis on commercial objectives and captured sugar, and other colonies (e.g. Guadeloupe (1759), Dominica (1761); capture of French forts in North America Oswego and Duquesne in 1758, Ticonderoga and Champlain, 1759; India: Calcutta retaken from the Nawab of Bengal (1757); Clive wins Battle of Plassey (1757); decisive successes over the French (Wandiwash, 1760; French surrender of Pondicherry, 1761) leave Britain in control of the sub-continent.

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 in order to arriving at a well-considered judgement.

The discussion may centre on: the extent to which the war was won from London. The War in Europe was at least equally important and here the case for considering Frederick the Great at least as great a wartime leader as Pitt is strong; the success of the ‘Subsidy Strategy’ including Britain’s subsidy to Prussia (1758); Pitt’s strategic awareness and Britain’s commercial objectives during the war; limited British success in the war until 1759 – the Year of Victories – and the extent to which these victories depended on wider war strategy under Pitt’s leadership or on the abilities of Wolfe (Canada, especially capture of Quebec, 1759), Clive (India) and Hawke (Quiberon Bay and the destruction of the Brest Squadron). Good candidates may wish to argue that Pitt was fortunate both in the quality of the military and naval leaders and in having a militarily capable ally in Frederick. Thus, Pitt may have been more fortunate than ‘great’. However, no set view is required.

Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, some candidates will be aware of overall assessments of Pitt, including that by Jeremy Black who argues the ‘great’ case – Pitt dominating the ministry. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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5 What best explains the increasing influence of nonconformity in religious life in the period c. 1689–1760?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: the importance of the Toleration Act (1689) in encouraging growth of nonconformity; limited effectiveness of the Occasional Conformity Act (1711) designed to restrict political influence of nonconformists; restrictive Acts repealed under the Whigs (1719); growth of Uniformity; growth of Independency (Congregationalism); Evangelicalism, including the impact of Wesley from late 1730s and associated rapid growth of Methodism. On the other side of the question, candidates may refer to problems affecting the Church of England: some bishops putting a political role before a pastoral one (Edmund Gibson may be cited as both Bishop of London (1723–48) and ‘Walpole’s Pope’; Anglicanism finding it difficult to counter the effect of nonconformist chapel and church building in urban areas; legal restrictions on Anglican church building; in rural areas, payment of tithes to the Anglican church increasingly resented.

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 in order to arriving at a well-considered judgement.

The discussion may make use of examples such as those in AO1 above. Good candidates should see the need to produce an analysis focusing on cause but which argues on the relative importance of the selected factors. Many are likely to argue that ‘best’ explained requires a consideration both of the reasons for the relative strength of the nonconformist presence (see above, but many will concentrate particularly on Methodism and the ‘itinerant mission’) and on the relative weakness of the Church of England as a proselytising creed. Some, however, may argue that the weaknesses of the Church have been overplayed and that the concentration should be on increasingly rapid urbanisation and the nonconformist exploitation of advantages in urban areas.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of recent writing which argues that Anglican weaknesses have been overplayed. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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Section 2: 1760–1815

6 ‘The instability of British governments in the 1760s is best explained by the American issue.’ Is it?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to key aspects of ‘the American issue’: the British government’s need for money to effect what were from 1763 substantially increased imperial defence commitments; Stamp Act (1765) – duty on legal transactions in America; Stamp Act repealed (1766) but the Declaratory Act (1766) confirmed Britain’s constitutional right to tax colonies; New York Assembly refuses to enforce Mutiny Act (1767); Townshend Duties on paper, glass, tea, etc.; American opposition to taxation without representation (1768); removal of all Townshend duties except tea (1769); Boston ‘Massacre’ (1770). For non-American issues, see AO2 below.

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 in order to arrive at a well-considered judgement.

Good candidates will recognise that ‘best explained’ requires them to assess the relative importance of the American government in explaining the wider issue of British governments’ instability in this period. America raised both economic and constitutional issues of considerable magnitude. Good candidates should restrict themselves to the 1760s, but will consider other relevant issues such as: George III’s determination to ‘be a King’; greater intervention and selecting ministers (particularly Bute) who could not command a Commons majority; the early impact of Radicalism, particularly through Wilkes’s ‘causes’ and his attention-seeking campaign to be elected MP for Middlesex; the quality of ministers having increased importance once the long-established Whig supremacy had broken down in 1762. Some candidates might argue that the importance of American issues to political instability in Britain is readily exaggerated.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the relative importance of the constitutional position of America and also of domestic factors leading to ministerial instability. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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7 Why did the Younger Pitt rise to power so rapidly?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: Pitt's path to power (MP at 21; Chancellor of the Exchequer at 22; Prime Minister at 24); the political impact of losses in America (North's resignation after long period of Westminster stability; the brief, unstable ministries of Rockingham (4 months), Shelburne (9 months) and the Fox-North coalition (8 months). George III running out of options; his detestation of the Coalition and determination to get rid of it. Pitt's background and abilities: came from a very well-established political family, his father's example and early influence; the impact he made as Chancellor under Shelburne; his evident command of detail and capacity for hard work; his ability to influence backbench/independent MPs, not so much with his oratory as with his political 'presence'

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 in order to arriving at a well-considered judgement.

The discussion is likely to centre on factors such as those in AO1 above. Good candidates will appreciate that the focus of the question is on the rapidity of Pitt's rise. They will thus go beyond a list of causal factors in order to comment on Pitt's unusually rapid rise. Some may argue that political background and influence were most important in explaining Pitt's rapid promotion to the highest office. Others may argue that the highly unusual political situation in 1782–3 is the main reason, since it led to a long period of political stability, with George feeling himself painted into a corner and looking for a 'saviour' who would restore 'normal service'. George's personal dislike of Fox (he was a good 'hater' of those whose opinions he considered unsound) played a part. Others again may concentrate on Pitt's precocious political abilities and his ability to exploit the unusual, crisis-laden, situation. It is also possible to argue that the Fox-North coalition amply demonstrated Fox's limitations as a politician.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates which turn on whether Pitt owed his rapid elevation more to exceptional political circumstances rather than his own abilities. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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8 How important was evangelicalism in the campaign to abolish the slave trade?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: the work of Thomas Clarkson and William Wilberforce, both Anglican evangelicals; regularity with which motions to abolish the trade reached Parliament; Quakers had already raised the evil of the slave trade as an issue long before the Evangelicals took it up; mass petitioning campaigns, mostly urban, against the trade from 1787; politicians' increasing support for abolition, especially on the Whig side. Fox attacked the hated 'traffic in human flesh', but Pitt favoured abolition also, seeing the need for Britain (the leading slave-trade nation) to atone for 'our long and cruel injustice towards Africa'; abolition seen as a rational economic act, since colonial sugar trade seemed to be less profitable, thus making the institution of slavery hard to defend even on merely economic grounds; 1806–7 abolition followed quickly after a Whig-led government was in office.

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 in order to arriving at a well-considered judgement.

The discussion may centre on: the importance of Evangelicals' emphasis on conversion and their use of 'human rights' as a tipping point. The conversion experience was the critical moment for Evangelicals; some candidates might incidentally note the relative lack of evangelical interest in what happened to slaves after their emancipation. Most are likely to argue that the work of the Evangelicals was very important. Good responses will be able to offer other causal factors to explain abolition. These may include: the impact of anti-slave trade petitions, many of which were organised by urban businessmen (e.g. petitions from business classes in Manchester, aiming to take the moral high ground from Liverpool, a key slave-trading city); nonconformist support for abolition; petitioning movement not controlled by the Evangelicals; importance of the Ministry of all the Talents (1806–7) in taking up a cause which had gained increasing support over twenty years

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the profitability of the sugar trade. The most recent contributions argue that the sugar trade was not becoming less profitable. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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9 Why were Whigs so rarely in office in the years 1789–1815?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

During this period, Whigs were only in office from 1806–7. Candidates may refer to: Whig minority position in 1789 and the long-term implications of the ‘massacre’ of the Foxite ‘martyrs’ in 1784 since Whigs remained a minority party more or less continuously after that; Pitt’s abilities as prime minister and his sure-footed handling of the Regency Crisis (1789); George III’s hatred of any ministry involving Fox; the impact of the French revolution and subsequent Whig split (especially Burke’s attack on Fox) over attitudes to that revolution; the Pitt-Portland coalition (1794) which many ‘moderate’ Whigs supported; Whig support for parliamentary reform never close to a majority in either House; the French Revolutionary war, with Foxite Whigs seen as ‘unpatriotic’; after both Pitt and Fox died in 1806, party groupings remained generally stable, with ‘Pittites’ having secure majorities in the remaining general elections of the period, 1807 and 1812; and, on ‘patriotic’ issues (those generally relating to with the Revolutionary/Napoleonic Wars), most independents supported Pitt and, later, Pittite-led administrations.

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 in order to arriving at a well-considered judgement.

Using material such as that identified in AO1, the discussion may centre on: how Pitt maintained a clear majority from 1789; widespread alarm in Parliament about the impact of the French Revolution, including fear of analogous political activity among the middle and lower classes; and, from 1793, Britain at war, so criticism of the government of the day.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over how far issues relating to Whig identity held the party back. From 1794, Foxite (opposition) Whigs and Portland Whigs were vying for power with the latter having more support, largely because of their coalition with Pitt (who always called himself a Whig anyway). Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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10 ‘The more effective British contribution to the defeat of Napoleon was made by its army not its navy.’ Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: the distinctive contributions of the army and navy. Material likely to be found on the army includes: British contribution to the Egyptian campaign – French cede Cairo (1801); The Peninsular War (1808–14) and its significance, including French defeats at Vimiero (1808), holding the French at Corunna (1809); victory at Fuentes de Onoro (1811); Wellington’s offensive campaign in 1812 capturing Ciudad Rodrigo and Badajoz, and leading to the invasion of France across the Pyrenees. The Waterloo Campaign, which finally ended Napoleon’s campaign. Material that is likely to be found on the navy includes: Defeat of the Danes at Copenhagen (1802); decisive victory at Trafalgar and destruction of Franco-Spanish fleet (1805).

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 in order to arriving at a well-considered judgement.

The discussion is likely to focus on the importance of the respective forces. Although there is less to say about the contribution of the navy, some candidates might argue that Nelson’s victories were decisive. After Trafalgar, British command of the sea was absolute. Napoleon could not invade Britain and this substantially affected his strategy for defeating Britain. Britain could maintain its subsidy policy and attempt to fashion anti-Napoleonic coalitions. Although Waterloo was decisive, final victory took another ten years and came after Napoleon had defeated most of his continental European opponents. Also, Wellington’s Peninsular Campaign was, until 1812, predominantly defensive.

Candidates can argue either way, and a fair interpretation would allow a rational case for either force. Unequivocally, however, the British Navy was unchallengeable after 1805 and the British Army needed help from allies, not least on the battlefield at Waterloo itself.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the balance of military influence, some of which turns on this finely balanced choice. Alternatively, they might be aware of interpretations which put the emphasis more on Britain’s long-term economic advantages. Material on this can be allowed but good candidates will need to place their main emphasis on the fighting forces. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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Section 3: Themes, 1689–c. 1815

11 ‘Far from glorious for Ireland.’ Assess this verdict on the outcome in the eighteenth century of the Glorious Revolution.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here concerns the situation of Ireland at a time of British rule. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the key elements of the Glorious Revolution, including its intention in confirming the supremacy of Protestantism; the ‘Protestant Ascendancy’ after 1689; Catholic exclusion from Irish Parliament; restrictions on Irish trade (as, for example) woollen exports (1699); Catholic clergy required to sign an ‘abjuration’ against Catholic, Jacobite pretenders; Act securing dependency of Ireland on the British Crown and Parliament (1719); control over nascent Irish cotton industry (from 1720); impact of famines (1730s and 1740s) and limited British aid to Irish peasantry; restrictions on Irish cattle trade lifted (1759) after Irish ‘Patriot’ disturbances; Acts which had forbidden export of woollens and glass from Ireland repealed after Irish protests during the War of American Independence (1779); limited Irish trade with Africa permitted (1780); establishment of ‘Grattan’s Parliament (1782) and Renunciation Act (1783) confirming legislative and judicial independence of Ireland; proposals for complete commercial union of Britain with Ireland (1785) dropped; growth of Irish nationalism in 1790s, leading to Catholic Relief Act (1793) extending franchise to Catholics on same terms as Protestants; Irish nationalist rebellion (1798) leading to Act of Union (1800).

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology.

Here, good candidates will see that this is a question requiring a judgement about impact, in this case the impact of the Glorious Revolution. Discussion may centre on: the issues relating to Ireland which had resonance in Britain, including the importance of the Protestant succession; Ireland as a key imperial territory; British control over trade at a time of rapid expansion, including control over trade with, and from, Ireland; foreign policy issues, many seeing Ireland as the backdoor to Britain (as the French did during the Revolutionary Wars). Good candidates may note permanently strong influence of Britain over Ireland, although (see AO1 above) trade and religious restrictions were both loosened during the second half of the century. Perhaps the need to secure Ireland led to important concessions, not all of which were necessarily in Britain’s interests or, perhaps, those of the Protestant Ascendancy.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the nature, extent and inflexibility of the Protestant Ascendancy. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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12 What best explains the rapid industrialisation of Britain in the late eighteenth and early nineteenth centuries?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here concerns substantial economic growth in Britain from c. 1780 to c. 1820, though relevant material can be used which is a little outside these parameters. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the impact of new machinery (Ashton’s ‘wave of gadgets’ Spinning Jenny, power looms etc.); the spur to industrialisation deriving from overseas trade; the impact of colonialism as a ready market for British manufactured goods; stimulus of growing population in this period, increasing the domestic market; the impact of scientific and technological research; the development of engineering expertise, especially for transport (canals, early railways) but also for commercial and industrial buildings.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology.

Since the question asks ‘What best explains’, good candidates will provide assessments which concentrate on the relative importance of the factors adduced. Using factors such as those in AO1 above, the discussion may centre on: how important new technological inventions were and on the relative importance of domestic and foreign markets as stimuli to demand. Candidates may concentrate on different casual factors but should reach a valid conclusion based on consideration of a reasonable range of such factors.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the impact of population growth, including whether it stimulated domestic demand if living standards (and consequential purchasing power) remained low. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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13 Were changes in the economic and social position of women in the eighteenth century restricted to the wealthy and propertied?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here concerns the economic and social position of women in this period. Good candidates will see the importance of covering both social and economic roles and of avoiding stereotypes. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the role of wealthier women as hostesses and in politics. Some, such as Georgiana, Duchess of Devonshire, were both power brokers and political confidantes. As politics became more complex, so the political role of the ‘hostess’ grew. In the middle ranks of society, women might develop ‘accomplishments’ as in the visual arts, as singers or performers on musical instruments, especially harpsichord and fortepiano. Some acted as equal business partners with their husbands. Some performed a wide range of charitable functions. Changes for women lower down the social scale included their increasingly important role in domestic manufactures. In the burgeoning textile industry, working-class women found new opportunities in textile factories. The role of women included acting as keepers of the family purse and managers of scarce resources. By the end of the period, unmarried young women were finding ready employment as domestic servants. Although there were few avenues for promotion, domestic service offered expanded opportunities for travel to urban centres and for somewhat wider social interaction.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here, the focus is on reaching a judgement about changes in the roles played by eighteenth-century women. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Here good candidates will see that this is a question requiring a judgement about impact. Some candidates may argue that women’s roles were not necessarily separately identified and discharged. Especially among the propertied, however, distinctively gendered roles remained the norm rather than the exception. Few candidates are likely to challenge the view that women’s economic and social roles were substantial and growing, whether as contributors to a basic domestic economy in working-class families, administration of finance in some growing businesses or, for aristocratic wives and widows as domestic managers, political hostesses, ‘fixers’ and the like, at weekend gatherings in great houses.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, some candidates will be aware of the substantial recent literature arguing that, both for working-class and propertied women, more diverse roles were developing. Research has also pointed to significant female involvement in economic and social activities previously considered as exclusively male preserves. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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14 'Britain's overseas possessions were acquired and developed in the eighteenth century purely for economic reasons.' Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here concerns the reasons for the acquisition of colonies during the eighteenth century. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the acquisition and development of colonies in the Americas (especially the eastern seaboard, the West Indies and Canada and India); links between colonial development and economic growth; the importance both of the import of raw materials (especially perhaps, cotton) and of the Colonies as markets for British manufactured goods. Motivation which was not primarily economic includes: strategic considerations, as for example with Gibraltar; the safeguarding of British trade in the Mediterranean or for better internal defence or defence against competing powers, as with Britain's increasing importance in India; provision of greater security for, and access to, potential slave markets, as with the Gold Coast, from c. 1750.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology.

Here, good candidates will see that this is a question requiring a judgement about a contentious proposition, in this case the reasons for colonial acquisition and development. The discussion should centre on: the nature and extent of the Colonies' importance to the emergence of Britain as an industrialising state. Most candidates are likely to argue that the colonies were economically important since many provided both necessary raw materials and a ready market for manufactured exports, as with cotton industry where Britain took increasingly large amounts of raw cotton from the Americas and India, and the Americas provided a ready market for manufactured goods. Good candidates will evaluate the relative importance of economic and non-economic factors. It is likely that most will argue that colonial development was influenced most by economic expansion and changing economic priorities, but that other factors, such as those indicated in AO1 above, were also significant.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over changing British priorities as the colonial empire expanded. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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15 How important are religious factors in explaining the frequency of riot and disorder 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 concerns the link between religious allegiance and rioting. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the involvement of many ‘non-jurors’ (those who refused to swear allegiance to William III and Mary II in 1689) in Jacobite plots and rebellions (1708–46); the Sacheverell Riots (1710), in support of an Anglican preacher based in London who advocated the immediate end of toleration for Dissenters and attacked Whig ministers who supported toleration; the Gordon Riots (1780), anti-Catholic demonstrations in London headed by Lord George Gordon. Candidates should know about other riots not primarily concerned with religion: food riots (eighteenth-century *passim*) aiming to stabilise bread prices to normative levels were much the most common; riots against government taxation on gin, raising its price (1743); and political riots, especially those against supporters of the French Revolution (several in the 1790s, but particularly the Priestley Riots (1791), which also had a religious dimension since Priestley was a Unitarian.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology.

Here, good candidates will see that this is a question requiring a judgement about relative importance, in this case concerning the causes of popular disorder. Using material such as that identified in AO1 above, good candidates are likely to argue that, while religious riots were lengthy and perhaps offered most threat to the authorities, food riots were much more common, indeed endemic, in eighteenth century society. They might also note that London was particularly riot prone, although disorder as becoming more common in rapidly growing towns during the second half of the century.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of recent work on ‘contested spaces’ in rapidly growing c. eighteenth-century towns which led to rioting and may have been its main cause in the capital. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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16 Assess the cultural importance of London 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 concerns the cultural significance of the capital, which was much the largest city in the United Kingdom. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to both economic and demographic growth which aids the development of a market for diverse forms of culture. Specific factors which candidates might draw upon include: coffee-house society, as a focus for intellectual and political debate; opportunities for new buildings as the City grew – St Paul's Cathedral (1708) and other examples of baroque and, a little later, Palladian, architecture; including the development of London's fashionable squares, mostly under aristocratic patronage; the growing importance of the theatre, music and opera, including the work of such as Handel, Arne, Sheridan and Garrick; the development of a competitive market in culture and its expansion with the emergence of subscription concerts and the like; the development of museums including Hans Sloane's bequest, leading to the opening of the British Museum (1759). By the end of the eighteenth century, provincial culture was learning from, and in some cases outrunning, that on offer in London. It is legitimate, though not obligatory, to compare London culture with that on offer in the other national capitals, Edinburgh and (perhaps particularly) Dublin.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology.

Here, good candidates will see that this is a question requiring a judgement about impact; in this case, the impact made by cultural developments in London in the stated period. Drawing on examples such as those in AO1 above, the discussion may centre on: London as a centre of high culture, especially in music, theatre and architecture; culture as a means of social segregation (cheap and more expensive seats in theatres etc.); access to public centres of learning. 'Assessing importance' requires some critical engagement with the concept of 'cultural importance' and some good candidates will attempt to explain how (or whether) London became particularly advanced in comparison with other towns in Britain, particularly perhaps the cultural activities widely available in spa towns, particularly Bath. Some might wish to evaluate cultural importance in terms of sharpening social divisions and opportunities, though it is possible to argue that one feature of 'cultural importance' is the diversity of London's cultural outlets and, in some cases, their accessibility to a wider public.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the extent to which cultural expansion led to greater, or rather less, social segregation in the capital. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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Section 4: 1815–1868

17 To what extent did the foreign policy objectives of Castlereagh differ from those of Canning?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: Castlereagh’s role in the Vienna Settlement; concern to secure a peace which was secure, but which did not stifle movements for change in a number of European states; concern about the impact of the Holy Alliance and, especially, growing influence of Russia; the successes and failures of the Congress system. Canning’s concern to use Britain’s diplomatic influence as a major power to increase its commercial power; policies in the Americas; handling of Greek revolt and Treaty of London (1827); war with Burma (1824–6), primarily to safeguard India, resulted in annexation of territory; offer of military aid to Portugal in the struggle of its liberal government against Spanish aggression.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement.

The discussion may centre on the extent to which the two foreign secretaries were following distinctively different policies. The apparent difference may be partially explained by the different focus of interest: Castlereagh in sustaining a secure, lasting peace; Canning’s more overt support for ‘liberalism’, though particularly in policies designed to enhance Britain’s trading and commercial supremacy; and, Canning’s American policies, which operated safely within the limits set out by the US in the Monroe Doctrine. Good candidates may respond that the different foreign-policy contexts within which the two foreign secretaries operated was more significant than the differences in their overall objectives. On the other hand, it can be argued that Canning was much more sympathetic than Castlereagh to liberalism and nationalism as ideologies, though, particularly so, as they influenced states with which Britain could extend commercial links.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the extent to which the two foreign secretaries disagreed, noting, perhaps, their different geographical foci. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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18 How radical was the Reform Act of 1832?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to key terms of the Reform Act: abolition of many small borough seats and widespread redistribution to larger towns with additional seats to the counties; increase in electorate by about 50%; some boroughs had large electorates, while others diminished over time as pre-1832 voters who would not have qualified for the vote under 1832 terms died off; an all-male franchise based on a property qualification; no change to system of declared, open ballot or to maximum length of Parliament; no payment for MPs; new system for registration of voters.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement.

The discussion may relate to detailed knowledge of the terms of the 1832 Act (see AO1 above). Good candidates may argue that the Act seems not to be radical only in the light of later changes. Many contemporaries, and particularly MPs, thought the Act extremely radical because of the number of seats abolished, changed or created; for some, the very fact of a full Reform Act was radical since so many earlier attempts at change had failed or foundered. The new system of registration also made radical changes to political organisation at constituency level. Post-1832 Parliaments made more attempt to tackle ‘the social question’ than had their predecessors. On the other hand, very little changed in the social composition of Parliament as a result of 1832; it was still dominated by wealthy landowners and their relatives and ‘rotten boroughs’ survived, though fewer in number.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates which consider whether the Act seems more radical when the focus is on both the post-1832 political agenda and on proposals for further changes, rather than on the terms of the Act itself. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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19 Why did the political fortunes of the Tories revive so rapidly in the years 1832–41?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: the leadership of Peel who became, in effect, ‘leader of the opposition’ after 1832; material on Peel may stress his detailed knowledge of key issues relating to economic policy, and to his oratorical dismantling of Whig budgets, especially from 1838–41; Stanley resigning from the Whig-led coalition (1834) and re-joining the Tories; the Tory revival seen most obviously in the county seats which had been increased in number in 1832, but which were natural ‘Tory territory’ (the Tories reduced Whig majorities at elections of both 1835 and 1837 before winning a majority in 1841); William IV giving the Tories an opportunity of increasing their representation by dismissing the Melbourne government in 1834; the basis of the Tories; 1841 success (their successes in counties and the larger, well-established ports); Whig leadership under Melbourne seen by many contemporaries as weak alongside Peel’s for the Tories, and lacking in obvious direction; from 1838, growing fear of extra-parliamentary agitation weakened the Melbourne government; many criticised Lord John Russell as Home Secretary for not acting with sufficient firmness; by 1841, the Tories are better organised at constituency level than were the Whigs.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement.

Using material such as that suggested in AO1 above, the discussion may centre on: how Peel made the Tories a more coherent party; the extent to which fear of disorder, or even revolution in the late 1830s, helped the Tories; concern by many landowners that the Whigs would repeal the corn laws and do away with agricultural protection if they were returned; on ‘so quickly’, created specific issues, such as the frequency of general elections (four were held in the years 1832–41) helped to underline how much the Whigs were losing momentum; unlike Grey’s government (1830–34), Melbourne’s was not a Whig-Liberal Tory coalition (its accommodations with political radicals from 1835 alarmed many property owners). Increasingly, the Whigs were not seen as a ‘moderate’ party

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the extent to which Peel’s exploitation of new opportunities after 1832 aided a speedy recovery by the Tories. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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20 How effective was Chartist leadership in the late 1830s and 1840s?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: the publication of the People’s Charter (1838) and its democratic objectives; support for Chartism by orators such as Feargus O’Connor; the message and abilities of other Chartists, such as Bronterre O’Brien, William Lovett and George Julian Harney; their differences of emphasis in presenting the Chartist message; publicising the Chartist message (the radical press and the agitation for abolition of stamp duties); the *Northern Star*; role of the London Working Man’s Association; leadership of Chartism was predominantly provincial rather than London-based; the impact of the National Convention of the Industrial Classes and its intended role as a ‘people’s parliament’; the National Charter Organisation (1840) and its emphasis on organisation, including numerous lecture tours, and its attempts to exploit the Municipal Corporations Act by putting up Chartist candidates for election as town councillors.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement.

Using material such as that identified in AO1 above, discussion may centre on: who the Chartist leaders were and, particularly, whether Feargus O’Connor exercised too much influence at crucial points; O’Connor’s strengths as an orator, his use of *Northern Star* as a mouthpiece and his widespread popularity among the industrial classes, set against his need for ‘control’ of the movement, his lack of finesse and subtler political skills which often led to clashes with other leaders, particularly William Lovett. Good candidates will know about Chartist leaders other than O’Connor and will understand that their objectives were not always in harmony since some were more concerned with ‘social’ and religious objectives (advocating ‘teetotal Chartism’, preaching ‘Christian Chartism’ and organising ‘education Chartism’ than they were in selling the Six Points). Candidates may wish to argue about the validity of the ‘moral-force’/‘physical-force’ distinction and whether personality clashes made Chartist leadership less united and ‘focussed’ than was needed

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the attributes of O’Connor as a Chartist leader. Some recent research has emphasised his central role in the movement and has sought to rescue his reputation from the contemporary mauling it received from other leaders, particularly Lovett. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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21 Assess the strengths and weaknesses of Palmerston's foreign policy.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. It is relevant to discuss Palmerston's foreign policy both as Foreign Secretary (1830–4, 1835–41, 1846–51) and Prime Minister (1855–8 and 1859–65). Candidates may refer to: Palmerston's determination to emphasise Britain's military, and especially naval, might and his apparent preference for demonstrating this rather than reaching compromises; his key objectives, attempting to ensure the maintenance of the principles agreed in the Vienna Settlement were maintained. His willingness to go to war (or at least threaten war) in order to do so; his appeal to public opinion (following Canning, his political mentor) and the attempt to manipulate it; use of 'patriotism' as a unifying slogan; his attempts to secure the balance of power; his involvement in the independence of Belgium (1839), and his later manoeuvres to ensure that France did not assert its influence there; his response to what was perceived as the growing threat of Russia and its increasing ambitions in South-East Europe: the perceived threat of Russia to Britain's commercial activity in the eastern Mediterranean; the Don Pacifico Affair (1850); Palmerston's attack on the Aberdeen Government's handling of the Crimean War and his own record as Prime Minister from 1855; 'Arrow' controversy and the Second Opium War with China (1856–60); Palmerston and the Schleswig-Holstein question (1863–4).

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.

Good candidates may organise their answers into 'strengths' and 'weaknesses' but should come to a judgement on whether Palmerston's foreign policy, considered as a whole, was strong or weak. The discussion may centre on whether Palmerston genuinely believed in sustained aggression – 'gunboat diplomacy' – or whether threats were used as a tactic to achieve more pacific objectives and, if so, whether his use of threats was selective and helped to achieve these objectives; how British interests were articulated - for many, this was a strength (Palmerston 'spoke up' for Britain), for others a distinct weakness (vulgar, empty bluster). Was Palmerston's overall aim to sustain Britain's overall objectives as articulated at Vienna in 1814–15? Was it the style of foreign policy which attracted criticism? Were Victoria and Albert and also Richard Cobden misguided or justified in their views about Palmerston? Did what critics saw as a misguided style mask substantial achievements in maintaining Britain's international influence? Should Britain's victories in the Crimean and Second Opium Wars be seen as a Palmerstonian victory or a weakness? Was Palmerston's foreign policy more successful in the 1830s and 1840s rather than later? In the 1850s, Cobden and Bright attacked what they saw as a misguided and bellicose foreign policy which threatened trade expansion. There was Britain's inability to prevent Prussia from taking over Schleswig-Holstein. Candidates can judge either way on whether Palmerston's populist style in foreign policy was a strength or a weakness, but good candidates will see the need to reach a judgement on whether his foreign policy overall should be judged as successful or unsuccessful.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over Palmerston's methods for addressing, and attempting to shape, public opinion about matters of foreign policy. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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Section 5: 1868–1914

- 22 (Candidates offering Paper 5h: Gladstone and Disraeli should not answer this question.)**
‘The reforms of Gladstone’s first administration (1868–74) benefited the middle class at the expense of the working class.’ Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to the key reforms of this Gladstone government, including: abolition of Church rates (1868); army and civil service reforms (1870–1) designed to reward merit over birth and inheritance; in Ireland, disestablishment of the Church of Ireland and the first significant Land Act (1870); the Forster Education Act (1870); Ballot Act (1872); Licensing Act, restricting sale of alcohol (1872) reform of the Judicature (1873); failure to pass an Ireland University Act (1873); the general election defeat (1874). It is unlikely that candidates will be able to make foreign policy issues relevant to this question.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement.

The discussion may centre on: the extent and nature of the ‘benefits’ which may have accrued to one class or the other. Using information indicated in AO1 above, some good candidates will emphasise that this government passed a range of well-drafted and generally effective administrative, educational and judicial reforms. In education, particularly, the intention was to improve access at the ‘elementary’ level, at least to families who could not pay for education. On licensing reform, candidates may argue that these were passed to improve the nation’s ‘sobriety’, although its effects were intended to be greater on the working classes than on the respectable middle class. Candidates might argue that the middle classes benefited from more efficient administration, especially in financial matters. Direct taxation was low, which benefited the middle classes, since the working classes did not pay income tax, although there is scant evidence that the middle classes were particularly grateful for a low-tax regime. Also, a predominantly free-trade economic policy was aimed at increasing Britain’s export lead and thus benefiting manufacturers. Some strong candidates may argue that the frequently divergent objectives of Whigs and nonconformist radicals meant that radical proposals (which may have benefited working people more than the middle classes) were either delayed or watered down.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the implications of the Liberals’ increasing links with nonconformity and their implications for policy formation. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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**23 (Candidates offering Paper 5h: Gladstone and Disraeli should not answer this question.)
‘Disraeli’s leadership transformed the fortunes of the Conservative party in the years 1868–80.’ Did it?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: Disraeli’s period as leader of the Conservatives and in opposition (1868–74); his tactics for Conservative recovery; changes to political organisation at central and constituency levels – the work of F.R. Bonham; Disraeli’s attacks on the Liberal government – ‘range of exhausted volcanoes’, etc.; reasons for Conservative victory in 1874. Disraeli in office: the policies related to ‘Bread and Circuses’; extent and intention of ‘social legislation’; imperial policies; foreign policy, especially crisis in the Balkans and Treaty of Berlin; the election of 1880 and reasons why the Conservatives lost.

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.

Making use of material such as that in AO1 above, the discussion may centre on: the nature of Conservative leadership under Disraeli; extent to which policies were more substance than shadow (or *vice versa*); extent to which Disraeli’s policies were popular and/or persuasive; whether 1874 victory owed more to nature of Disraeli’s leadership, to tighter organisation and development of party discipline or primarily to Liberal failings. In the latter case, how far Disraeli could claim to have ‘transformed’ his party. Disraeli as Prime Minister: did policies of ‘bread and circuses’ work? Were social policies extensive and were they primarily Disraeli’s anyway? Extent of his indebtedness to others (particularly R.A. Cross) in mastering the detail; did Disraeli’s foreign policy transform Tory attitudes and were they popular anyway? If Disraeli had transformed his party, candidates need to identify the areas in which this happened: organisation; morale; policy; more in domestic policy than in foreign? Good candidates may see the need to argue on whether the Tory defeat in 1880 merely took the party back to where it had been in 1868. Was Disraeli’s period as leader one characterised by style rather than substance? Equally, though, did the newly enlarged electorate respond more to style than substance anyway?

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of long-running debates over the nature and extent of change which Disraeli effected in the 1870s, including the extent to which Disraeli improved Tory fortunes during a period when a mass, male, urban electorate needed to be reached and persuaded. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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24 Why did the trade union movement grow so rapidly in the years c. 1888–c. 1914?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: high-profile strikes (e.g. dock and gas workers) in late 1880s leading to the development of new, nationally, rather than locally-based unions, aiming at a mass membership (e.g. Miners' Federation of Great Britain, formed 1889); work of the TUC in co-ordinating action; growth of Union membership from about 0.6m in 1888 to 1.5m in 1895; 2m in 1900; 2.6m in 1910 and 4.3m in 1914; importance of union struggles to safeguard members' living standards; growth of staple industries such as engineering, shipbuilding, transport; key strikes and the unofficial leadership of mineworkers in industrial action; increasing frequency of strikes and days lost to strike action: 30m in 1893; 15m in 1898; 10m in 1911; 40m in 1912; period of particular militancy in years leading up to First World War; employers' response, including 'lock-out' policies; unions uniting to fight adverse legal judgements: *Lyons v Wilkins* (1896) about right to picket; *Taff Vale* (1901) against picketing and allowing union funds to be sequestered to make good employer losses due to strikes; *Osborne Judgement* (1909) preventing railway union from using membership dues for political purposes; importance of trade unions in supporting the nascent Labour party; attempt to create a 'Triple Alliance' of miners, railwaymen and other transport workers'.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement.

Using material such as that indicated in AO1 above, the discussion may centre on: changing nature of unions, with far less emphasis on labour exclusivity; new tactics, generally supported by the TUC, of militancy to combat tactics of employers to drive down real wage when their industries were less profitable and also as recognition that mass, nationally-based unions could exert greater pressure on employers; recognition that recruitment into unions increased their bargaining power in struggles for two basic objectives: a national minimum wage and maximum length of the working day; importance of link with Labour party in combatting adverse legal decisions (particularly effective in achieving reversal of *Taff Vale* judgement in 1906); influence of trade-union Labour MPs, particularly those from mining and engineering backgrounds. Extent to which TU membership grew because of its success in several high-profile industrial disputes. No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the value to the trade union movement before 1914 and of its close links with the Labour Representation Committee (LRC)/Labour Party. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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25 What best explains growing British involvement in European affairs in the years 1900–14?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: the background to the Entente of 1904 with France; the Entente and agreement on colonial issues in North Africa; military discussions with France over the Morocco Crisis; Anglo-Russian alliance (1907) leading to Triple Entente (plus France, also 1907), which was also primarily concerned with imperial disputes in Persia and Afghanistan; Britain's warning to Germany about its ambitions in the Mediterranean (Second Morocco Crisis, 1911); Britain's reaction to the deteriorating situation in the Balkans from 1912; concern about the formation of the Balkan League; its reaction to events after the assassination of Franz-Ferdinand – Grey calling for an international conference to settle on-going disputes (July 1914), but neither Germany nor Austria-Hungary supporting the idea.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement.

Using material such as that in AO1 above, good candidates are likely to note that these years see the end of so-called 'Splendid Isolation'. The discussion which follows may centre on: fear of Germany (German imperial expansion, its growing influence in Europe, the potential dangers of its alliance with Austria-Hungary); its growing military and naval might, especially the naval arms race; concern about Germany links with much longer-term objectives to stop any one continental European power becoming too dominant. Other factors which are less specifically German-centred include: Britain's perceived need to respond (however reluctantly) to the emergence of Great-Power alliances linked to a growing fear of isolation; the long-standing treaty obligation (dating from 1839) requiring response to any threat to Belgium's territorial integrity. Good candidates will see that they should adjudicate between a number of linked causes concerning Britain's involvement, while reaching an overall conclusion on which of the key factors was the most important.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the extent of German responsibility for the outbreak of war. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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**26 'The gravest domestic crisis faced by Asquith's governments in the years 1908–14.'
Discuss this view of the clash with the House of Lords (1909–11).**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the continuing importance of the House of Lords, and its frequent rejection of bills passed by the Commons when the Liberals were in government; its massive initial rejection of Lloyd George's 'People's Budget' (November 1909, by 350 votes to 75) and the constitutional crisis which followed, beginning with the introduction of a Parliament Bill (April 1910) reducing the Lords' power. After protracted struggle, it passed in August 1911. Lords could delay legislation passed by Commons by maximum of two years. Other crises from which good candidates are likely to choose as vying with the Lords issue are: Ireland and the growing crisis over Home Rule (which also involved the Lords, albeit mostly in 1913–14); growing influence of the Suffragettes and their direct action; the lack of a workable majority in the Commons after the elections of 1910; threats to the authority of Parliament by direct action and political groups (e.g. Anarchists at the siege of Sidney Street, 1911).

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement.

Using material such as that in AO1 (see above), the discussion may centre on the nature of respective threats. Candidates must explain the nature of the crisis with the Lords and some candidates will argue that it was the 'gravest' because of the constitutional issues involved and the enormous difficulties which would ensue if the Lords chose not to back down. Candidates must consider other threats and judge their relative importance. The Irish Question was important because of the intractable positions taken up in Ireland and the consequential fear of (indeed preparations for) civil war. The Suffragette problem involved direct action and challenges to existing authority. With no workable overall majority, Asquith's government might consider the day-to-day problems of managing Parliament as being as grave a threat as any, especially during a period of considerable industrial unrest, from which the government tried to stand back, arguing that industrial disputes were between employers and workers.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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Section 6: Themes c. 1815–c. 1914

27 Assess the impact of the use of violence on the development of Irish nationalism in this period.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here concerns the link between violence and growing pressure for Irish nationalism/home rule. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: limited violence in support of O’Connell’s campaigns for repeal of the Act of Union; the violence in support of Young Ireland nationalist movement; establishment of Fenian Brotherhood (1858) and the attempted insurrection of 1867; growing influence of the Home Rule League (1873 onwards) with violence via boycotts against those who offended the Home Rule code; selective assassination attempts on leading British politicians, successful in Phoenix Park (1882) by members of ‘The Invincibles’; British government’s repressive reaction to violence in 1880s and 1890s; United Ireland League (1898) and Sinn Fein (1902) founded; violence was used by both nationalists and Protestant Unionists in the early twentieth century; its impact on the Liberals’ attempts to pass Home Rule (especially 1912–14); gun-running as an increasing element in preparations for likely civil war.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Here, good candidates will see that this is a question requiring a judgement about impact. The discussion may centre on: the impact of violence and effectiveness; candidates might argue that violence was relatively limited (even after Famine) until the 1860s, though both the growing gap between Westminster politicians and objectives of nationalists and the threat of violence kept Ireland near the top of the political agenda; growing violence had an increasing impact on government and the parliamentary agenda after c. 1870; the concept of ‘non-governability’ and its impact on Gladstone as he edged towards supporting strong elements of ‘Home Rule’. Candidates may argue while British force was sufficient to quell rebellion, though not a number of targeted assassinations in the 1880s and 1890s, pressure for Home Rule grew when the Liberal governments of 1905–14 were less hostile to it, though both Nationalists and Unionists used violence as a weapon. Violence may have been more effective in the early twentieth-century years than before, but there is scope to argue, either that violence was critical to the eventual proposals for Home Rule, or, that political change (particularly via a much larger Catholic electorate after 1867) was the more significant in effecting change.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the extent to which nationalists came to rely on violence as a means of focusing Westminster’s attention specifically on Ireland. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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28 'During the first half of the nineteenth century, levels of inequality between rich and poor increased substantially.' Did they?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here concerns changes in the economic position of the wealthy and the poor. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: industrialisation bringing opportunities for the wealthy and prosperous, including: royalties from mines, investment in urban development (numerous specific examples which include the Stanley's in Preston and the Bute family during the very rapid expansion of Cardiff in this period), profitability of both overseas trade and much manufacturing industry (although business failures were not uncommon). The growth, and systematising of the professions also increased the status and, usually, the earning power of lawyers and doctors; landownership was less obviously prosperous, especially on predominantly arable estates in the period after the French wars. The poor and working classes generally did better when prices – particularly of food – were in decline (as in the 1820s), and worse when they rose (as during the French wars). Wage levels rarely kept pace with rapid inflation and periods of unemployment were common (as during the Chartist years, e.g. almost half of Bolton's adult male population was out of work in the early 1840s). Agricultural labourers' wages in the arable sector were in decline; those working in the pastoral sector were less numerous overall, but better paid. Substantial migration to the growing towns provided more opportunities during what was a period of very rapid population growth. The balance of supply and demands for labour generally worked in favour of employers. The impact of the New Poor Law stigmatised those who 'went on the Parish'.

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AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology.

Here, good candidates will see that this is a question requiring a judgement about a contentious proposition, in this case about levels of social and economic equality. Using material such as that indicated in AO1 above, the discussion may centre on: new opportunities for making profits and, even with the introduction of income tax, low levels of taxation. Some candidates may argue that levels of economic inequality nearly always increase during periods of expansion. Less quantification has been attempted on the position of the wealthier classes, but candidates may argue that the general trend was towards greater inequality between rich and poor. Some candidates may enter important caveats about the highly risky nature of investment in manufacturing and in overseas trade. The opportunities were great but the risks – especially during periods of economic ‘slump’ as in the mid-1820s and early 1840s – even greater. Stronger candidates are likely to resist a straightforward judgement about rising inequality, noting relatively good times for most workers during this period and the frequency of slumps and bankruptcy (including bank failures) which adversely affected those from wealthy and well-connected families.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of long-running debates over changes in living standards. The most recent contributions tend to suggest that working people’s real wages were forced downwards early in the nineteenth century and generally improved opportunities in the 1820s and early 1830s did not entirely rectify the effects of the earlier decline. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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29 How far did government education policies in this period improve social and economic opportunities for the working classes?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here concerns the impact of government legislation on education for the poor. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: key pieces of education legislation, including the first state grants (1833); the establishment of a Privy Council Board to monitor standards and levels of attainment in schools supported by grants (1839); the first pupil-teacher training schemes (1846); the Newcastle Commission on elementary education (1858 and leading to the Forster Education Act (1870); the Revised Code (1862); the Sandon Act (1876) and the development of compulsory and free elementary education; The Education Act (1902): Local Education Authorities and some opportunities for progression to secondary education.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology.

Here, good candidates will see that this is a question requiring a judgement about the impact of education policies and legislation. The discussion may centre on: the limited impact of early state initiatives, although they provided opportunity for some in the working classes to train to become teachers of pupils from similar backgrounds; rapid growth of state expenditure from the 1840s led to a scaling back after the passage of the Revised Code, which aimed to produce merely ‘a minimum of education’ without specifying a maximum; the advent of School Boards in the 1870s increased opportunities for some; some able pupils could move to Higher Grade Elementary Schools. In some large towns, new opportunities for technical education were created from the 1880s; increased discussion about opportunities for secondary education led to a rationalisation supervised by LEAs from 1902, but the Education Act was widely criticised for the support it gave to Anglican private ‘National’ and to ‘sectarian schools’. Most good candidates are likely to conclude that education policies encouraged only limited and partial enhancement of opportunity, although, across the nation, the impact of legislation was still very patchy by 1914.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the extent to which education policies were driven by a desire to maintain a strong Anglican influence, reflecting the large majority of MPs who were members of the Church of England. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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30 With reference to at least two novelists writing in the nineteenth century, assess how effectively British writers identified and analysed contemporary social problems.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here concerns the representation of social issues by contemporary novelists. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to any British novelists of the period, though most are likely to choose Dickens as one of their two, perhaps with Elisabeth Gaskell, George Eliot or, from the later period, Thomas Hardy, as second choices. The author chosen is immaterial (although candidates would be pushed to squeeze much interest in social problems of working people from the pen of Jane Austen). The social problems likely to be addressed are: poverty, lack of opportunity, living conditions particularly in industrial towns and ports, the associated poor health of working people and the frequency of outbreaks of dangerous infectious disease (particularly cholera and tuberculosis), dangerous conditions at work, exploitation by mill owners and other employers.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology.

Here, good candidates will see that this is a question requiring a judgement about impact of 'social novels'. The discussion may centre on: the extent to which writers aimed to concentrate on accuracy or typicality in their work; bringing what the author may have considered 'a scandal' to wider public attention; candidates might argue that, since some social novels (particularly those by Dickens) were enormously successful as serialisations and later as completed works, that they contributed significantly to increasing awareness, and perhaps understanding, of a range of common social problems. Some candidates might argue that the 'socially aware' sub-plots of novels may have revealed their authors' interests and sympathies, but they were not necessarily given much priority by their readers.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, candidates may be aware of debates about the impact of the work of popular novelists, although it is important that this leads to genuinely historical analysis rather than depending on what is frequently the frequently dead-weight of literary analysis innocent of (if not actively hostile to) historical context. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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31 To what extent did life for working-class women change in late Victorian and Edwardian Britain?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here concerns changes in the lives of working-class women during the specified period. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: marriage & role within the family, often including responsibility for family budgets; work: many women with young children rarely do waged work beyond limited part-time occupations to top up the family budget; unmarried women becoming more mobile, more likely to leave family home in search of paid work; educational opportunity often increases in 1870s and 1880s but very few working-class girls get an opportunity to progress to secondary education; many women continued to be employed in the textile trade, whether in cotton and woollen factories or in smaller workshops or at home; expanded opportunities in domestic service because of an expanded middle class and few middle-class families operated without at least one servant – by 1900 a National Association of Domestic Servants was in existence; also new opportunities opened up for shop assistants as retailing became more extensive and more professional; prostitution was resorted to by a perhaps surprisingly large proportion of unmarried women – one estimate suggests this as an occupation for about one in eight unmarried women in large towns.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Here good candidates will see that this is a question requiring a judgement about the extent of change for an identifiable social group. Using material about occupational categories such as that in AO1 above, the discussion may centre on the extent of change in the lives of working-class women. Some good candidates may conclude that, although there were some changes of occupation, working-class women generally expended less change in work and opportunity than did middle-class women, for whom professional careers were beginning to open up; educational opportunities increased but not so much as those for men; especially in textiles, the number of women who joined trade unions increased. By 1900, about 15% of trade unionists were women. Similarly, a number of working-class women joined suffrage groups but not so many as those in the middle class.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the extent to which working women were involved, or more specifically involved themselves, in debates over ‘first-stage’ feminism. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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32 Assess the contribution of manufacturing industry to the performance of the British economy in the late nineteenth and early twentieth centuries.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here concerns the relative importance of manufacturing to the British economy in this period. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to a period in which Britain's industrial supremacy was challenged and a smaller proportion of manufacturing output was going for export. Britain exported 44% of the world's manufactured goods in 1880 which had declined to 35% by 1900. Germany and the USA, in particular, were gaining on the UK; the main growth areas in this period were not manufactures but minerals (especially coal) and financial services. Manufacturing industry was still able to invest in new machinery and banks were generally happy to loan money for further investment. There was also investment in employment. By 1913, manufacturing was employing 30% more workers than in 1870. Manufacturing industry remained dominated by small, often family-owned firms rather than proceeding by amalgamation. Large firms contributed only 10% of manufacturing industry's output in the 1880s; this rose to 16% by 1909 which was well behind the USA.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology.

Here, good candidates will see that this is a question requiring a judgement about the impact made by manufacturing industry within the stated time frame. Many good candidates may interpret this as a question with a strong comparative dimension: manufacturing industry, though showing decline in relative terms, was largely holding its own; manufacturing was performing less well than mining or shipbuilding, but better than arable agriculture; and, there was less structural change in UK manufacturing than in that of USA.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the extent to which manufacturing industry was 'in crisis' during this period, compared, for example, with an ever increasing financial sector. Much recent work suggests that manufacturing output was strong and stable in the period 1870 to 1913. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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Section 7: 1914–1951

33 How close did Britain come to losing the First World War?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: the key campaigns, including halting the German advance on the Marne (Battle of Mons, 1914); limited effect of German airship raids (1915); failure of Dardanelles campaign (1915); years of stalemate on Western Front, but French failure at Verdun increases pressure on British forces (1916); on sea, Jutland sees considerable losses but no outright defeat (1916); effectiveness of German U-Boat campaign (1916–17); importance of US entry into war (1917), perhaps counter-balancing Russian defeat and withdrawal from war; the effectiveness of the Ludendorff offensive (March–April 1918) which gained territory before being held; German High Command calls for peace after succession of Allied offensives (August–Sept 1918).

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement.

The discussion may centre on: factors which could have led to British defeat – in direct battle on western front, or via defeat of allies (particularly Russia). Good candidates might argue that, while the British army was tested to the limit in 1916–17, Germany might have won a very quick victory if the Schlieffen Plan had worked and if German troops had not been halted at the Marne in August 1914. Those who argue Britain never came close to defeat may argue that naval power, though not all-conquering, was strong enough to frustrate German attempts to starve Britain of supplies. Also, both sides seem to have recognised from 1915–17 that the war would be won or lost on the Western Front, though there was no sign of a breakthrough for either side. British/French lines held despite massive losses (e.g. on Somme in July 1916). Such candidates might also argue that US intervention ended any prospect of British defeat.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses, but are not required. In this question, however, candidates may be aware of continuing debates over the role and competence of Britain's generals and the extent to which the 'donkey' interpretation has been challenged. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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34 'A government lacking domestic achievement.' How valid is this judgement on the Coalition government of 1918–22?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: the establishment of a Ministry of Health as a new department; Housing Town Planning Act (Addison Act, 1920) requiring survey of local housing needs, with small state subsidy; the handling of riot and disorder via Emergency Powers Act; continued industrial disputes, particularly in the mining industry; Finance Act (1920) increasing income tax and death duties; the establishment of an 'Irish Free State' (1921) which divided Ireland into 26 mostly Catholic counties and a separate 6 mostly Protestant counties in Ulster; Ulster remaining as part of the UK.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement.

The discussion may centre on: the prime ministership of Lloyd George and how effectively he handled substantial domestic problems; the increasing strain put on the Coalition in 1921–22, with increasing numbers of backbench Tory MPs wanting to end the Coalition. The Coalition took action to cope with industrial militancy, and most candidate would argue that this was broadly successful. Candidates may say that the legislation mentioned in AO1 (Health and Housing) promised more than it delivered, but some will say that this was because of the financial crisis brought about by the economic downswing. Also, the increase in income tax proved unpopular, not least with many Conservatives. Lloyd George's domination of the cabinet, while it may have been necessary and successful in achieving some kind of settlement over Ireland, did not reflect the balance of power within that Cabinet. Most candidates may conclude that the judgement offered by the quotation is harsh, though much will turn on their assessment of Lloyd George as a peacetime prime minister.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the extent to which Lloyd George deserved what amounted to his sacking as prime minister in 1922. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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35 How effective a prime minister was Stanley Baldwin?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to Baldwin’s three periods as prime minister (1922–3, 1924–9 and 1935–7).

1922-3, candidates’ references may include: his role in precipitating the resignation of Lloyd George and making himself a leading candidate to succeed Law as party leader; his Tariff policy contributing to Conservative failure to win 1923 election outright and his subsequent resignation.

1924–9, candidates’ references may include: his prime ministership as notable for healing the rift between pro- and anti-Coalition Tories; the return to Gold Standard at too high a rate, perhaps allowing Churchill too much rope; his policy during the General Strike and the legislative aftermath; women 21–30 obtaining the vote in 1928; further local government reforms in an attempt to reduce overall government spending; 1929 General Election fought on policy of ‘Safety First’ but Conservatives winning fewer seats than Labour for first time and Baldwin’s immediate resignation.

1935-7, candidates’ references may include: not resuming as Prime Minister until June 1935, when nearly 68 and, like Ramsay MacDonald, no longer as lively or effective as he had been; his responsibility for, and negotiations about, the abdication of Edward VIII; the evidence of his fear of, and opposition to, Hitler’s rule but Britain not moving away from its Appeasement stance; also the weak response to the Abyssinia crisis (1936); Government of India Act passed (1935) and the new constitution for India coming into effect just before Baldwin resigns as 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.

Using information such as that indicated in AO1 above, the discussion is likely to centre on key points in Baldwin’s career and also an analysis of his strengths and weaknesses, in order to make an overall judgement on ‘effectiveness’.

Strengths: his personality and pipe-enhanced ‘image’ as solid and unflappable, epitomising solid British virtues. He was also shrewd (e.g. in seeing earlier than most that the King’s position in 1936 was untenable) and was ambitious without ever seeming to be driven by ambition. His handling of the General Strike was effective – preparations to neutralise its most damaging effects and holding a steady position. 1927 Trade Disputes Act was popular with backbenchers.

Weaknesses: many will argue that economic policy was weak and that he should have done more to rein in Churchill, his self-confident but economically innumerate Chancellor; his limited response to growing social problems, especially persistently high levels of unemployment even before 1929. Arguably, Baldwin should not have become prime minister in 1935. His foreign policy initiatives were weak, despite Germanophobia, and he no longer provided decisive leadership. Overall, there is much to be said for an assessment which stresses his political gifts (shrewdness and inter-personal skills) but the limited effectiveness of his leadership, during a period of economic recession and high unemployment.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates which continue to offer ambivalent judgements about Baldwin, but which make

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rather more allowances for the difficulties he faced as prime minister. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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36 Why did the Labour party win the general election of 1945 so decisively?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: Labour being out of office from 1931 (except as part of wartime coalition) and, therefore, not responsible for continued high unemployment and also the failure of the appeasement policy; Labour recovering from its crisis of identity in 1931–2; the impact of Attlee as leader of the opposition and deputy prime minister; Labour providing four senior ministers for the coalition – all demonstrating their competence; its new policy statement in 1942 ‘The Old World and the New Society’ puts the emphasis on economic controls, planning and extensive public ownership of the main utility and transport; Labour fighting the election when the public mood was against continued austerity; the importance of newspapers in a predominantly pre-TV era – especially, perhaps, the left-wing *Daily Mirror*’s Labour’s massive victory in 1945 (393 seats to Conservatives’ 197) with an overall Labour majority of 146.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Using information such as that in AO1 above, candidates should identify the factors which led to the Labour victory. Good candidates will put some concentration on ‘so decisively’ and may note that the scale of the Labour victory came as a surprise to everyone; most had thought that the electorate would ‘reward’ Churchill for his wartime leadership. Arguably, though, the electorate was thinking further back to the failure of the established parties, and particularly the Conservatives (either in power alone, or as the dominant party in coalitions), who were in office for virtually the whole of the inter-war period, to conquer unemployment. The electorate was susceptible to powerful arguments in favour of using the state to aid economic recovery. The Conservatives were blamed for failing to prevent wars. Large numbers of men had fought in two world wars; many were disillusioned and looking for a fresh start. The fact that Labour had relatively little responsibility for what many (especially men) saw as inter-war ‘mis-government’ played heavily in its favour. Also, the 1945 general election was the first for ten years, so the scale of the victory may have been exaggerated by the absence of any ‘partial recovery’ election for Labour in 1939 or 1940. Many candidates will argue that Attlee’s leadership from 1935 played an important role in the outcome: shrewd and decisive when he needed to be. He had several experienced and able politicians in support, such as Bevan, Bevin, Greenwood and Morrison. Some considered Churchill’s perhaps over-confident, even bombastic, style inappropriate for the long haul back to normality for a nation in need of economic recovery.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the role of the forces, who appear to have been very strongly pro-Labour in 1945. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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37 How successfully did the Labour government of 1945–50 handle the issue of independence for India?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the Labour inheritance in 1945 – a strongly developed independence movement and strong opposition in India to participation in the Second World War; Mutinies in 1942; Labour’s recognition that previous attempts to create a federal structure of government for India had failed; continued pressure for full independence included a mutiny by the Royal Indian Navy in 1946 which became linked with mass strikes and widespread agitation; Labour response in 1947: decision to grant independence but to partition India into predominantly Hindu and predominantly Muslim-Pakistan areas; rapid passage of British India Act, leading to independence in August 1947; widespread violent clashes between Hindus, Sikhs and Muslims; India and Pakistan both become members of the Commonwealth.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement.

Using information such as that in AO1 above the discussion is likely to centre on the process of independence. Good candidates are likely to debate whether India, which had been denied full independence during the previous 25–30 years, was granted independence ‘in a rush’ and without full consideration of the complexities; arguably, insufficient attention paid to what proved to be a highly fraught process of transition with crude lines drawn on the map. Substantial numbers of Hindus, Sikhs and Muslims found themselves in the ‘wrong’ newly independent state which led to racial clashes and many humanitarian problems. On the other hand, it is possible to argue that the government could hardly have acted differently. A stately, cautious approach to full independence would probably have been interpreted by Indian nationalists as ‘foot-dragging’ since previous events had left nationalists with very little trust in UK assurances. Arguably, this alternative method would have produce more humanitarian casualties. Some candidates might argue that, given its inheritance, the Labour government made the right choice in declaring India independent quickly. They might also argue that, despite the short-term problems, Britain and India have maintained generally close and friendly relations, so the Labour legacy was not one of long-term resentment in the sub-continent.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the process of creating ‘Midnight’s Children’ in 1947–9. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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Section 8: 1951–2005

38 How effective was the foreign policy of the Conservative governments in the years 1951–64?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: relations with Europe, brokering good relations between France and Germany; initial reluctance about joining, then negotiations for entry to, the EEC; de-colonisation and the attempt to create a peaceful Commonwealth of Nations from erstwhile colonies; decolonisation conflicts in 1950s and 1960s; UK involvement in war in South Korea (1950–3); Suez crisis (1956) and its significance; relations with the USA: nature and extent of a special relationship built on historical links of culture and shared values; perceptions of the relationship from both sides; US military bases in the UK; UK role in the United Nations, including permanent membership of the Security Council.

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. Making use of information such as that given in AO1 above, the discussion may centre on: the Conservatives' overall foreign policy objectives and how these changed over their 13 years in government. On effectiveness, candidates will be expected to look at various aspects of foreign policy and make a judgement, probably on individual initiatives but certainly on overall effectiveness. Issues likely to be debated for 'effectiveness' are likely to include: policy on the EEC/EU, initial reluctance to join EEC/EU as reflection of government assumption that Britain should continue to play a dominant 'world role'; relations with the US; limited government appreciation that the 'special relationship' was becoming less valued in the US. On decolonisation, some candidates may argue that this process reflected an increasing awareness in government that the UK could no longer afford to keep its Empire. Candidates may argue that Macmillan recognised reality in his 'Wind of Change' speech. Some candidates might argue that decolonisation was achieved with relatively little bloodshed or violence, though the case can equally be argued the other way. Candidates might argue that as Britain's influence declined in these years, so the effectiveness of foreign policy diminished as well. On the other hand, during Churchill's last administration, his government was determined to have Britain seen as a great power, with a permanent seat at the UN; the significance of the Suez crisis, which most candidates are likely to argue was an example of ineffective foreign policy, not least because the US failed to support British policy and, in effect, forced a humiliating climb down. Some candidates might argue that Suez represented the nadir of British policy. After Eden left office, it is arguable that British foreign policy became, if not more successful, then at least more realistic.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the extent to which Suez can be seen as a turning point in Britain's perception of itself as a 'world power'. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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39 What best explains the Labour party's electoral successes in 1964 and 1966?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: growing problems for the Conservative party, especially in the early 1960s – economic difficulties, night of the Long Knives (1962), the Profumo Scandal – Macmillan's sudden resignation (1963) and his replacement by Home; increased Labour confidence; the early death of Gaitskell led to Harold Wilson becoming Labour leader; he regularly came out best against Home as the new Conservative prime minister, characterising him as old-fashioned, out of date and inadequately prepared for the challenges of the modern, technological age; 1964 election was a very close run thing (overall Labour majority of just 4 and only 13 more seats won than the Conservatives; 1964–6 as extended Labour preparation for a second election, e.g. old pensions increased, prescription charges (temporarily) abolished; new national economic plan (1965); buoyed also by the odd crude sweetener, such as the promise to build a Humber Bridge, Labour won 1966 election with majority of 97.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Using information such as that given in AO1 above, the discussion may centre on whether the best explanation resides in Labour's strength or growing disenchantment with the Conservative government. Some candidates may argue that: Wilson was effective in painting the Labour party as a revived, technologically-informed party which was attuned to the needs of a new age of economic opportunity; Conservative government on the defensive from 1961–62; the government was the main target of the new satire boom, especially *That Was the Week that Was* (1962); Conservatives suffered from change of leader; Home looked lost before a TV camera and often on the receiving end of sharp debating points from Wilson; effectiveness of Labour's attack on 'thirteen years of Tory misrule'. Good candidates may note that, despite its apparently strong advantages and a competently fought election campaign, Labour's 1964 victory was very narrow and would not survive a five-year Parliament. In explaining Labour's much larger victory in 1966, some candidates might argue that Wilson was an effective electoral strategist and began planning for the next election as soon as the votes were counted in the last one. In addition to Labour's clever electoral positioning, some believed that the Conservatives had jumped from frying pan to fire in ditching Home, an Etonian gent, for an awkward, socially inept grammar school boy in Edward Heath. Heath was also less effective than Wilson, the much more experienced northern grammar school boy, whether on television or across the despatch box. The Conservative leaders also showed signs of defeatism. Many believed that the electorate would want to give Labour 'a proper chance' in the wake of its very narrow victory in 1964.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses, but are not required. In this question, however, candidates may be aware both of recent debates over the growing importance of television in determining close elections and also of some attempts to rehabilitate Home. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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40 Which responded better to the challenges of the 1970s: Conservative or Labour governments?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the main challenges as perceived by the electorate: inflation (exceeded 26% in the financial year 1975–6) which reduced the purchasing power of wage earners and pensioners, and industrial action, usually led by the miners; the link between inflation and trade-union militancy; Britain’s increasingly uncompetitive position in world markets; miners’ strike of 1974 and the general election called by Heath on ‘who governs Britain?’ leading to change of government. Labour in power: increase in prices, but much greater increase in wages during 1974; attempts to impose universal pay rise limit (1975); steady decline in the value of the pound on international markets; attempts to reach an accord with trade unions on pay limits – agreement on a new pay formula (1976) which does not hold; government applies for loan from International Monetary Fund (1976); unemployment rises during 1970s, reaching 1.5m in 1977; improvement in economic situation during 1978 with inflation below 10%; so-called ‘winter of discontent’ (1978–9) leading to no confidence vote in Commons, followed by Conservative victory at general election. Thatcher’s government begins a radical shift in emphasis on foreign policy – shifting burden of taxation from direct (reduction from 33 to 30%) to indirect (almost doubling VAT rate from 8 to 15%). Other challenge which candidates might note include: immigration (Heath government increases controls, 1971; new Race Relations Act (1976); Equal Pay Act (1970 but implementation delayed) and Sex Discrimination Act (1975); handling the Northern Ireland issue, including Bloody Sunday (1972), widespread bombings in Britain and Northern Ireland; much rioting and other forms of direct action; imposition of direct rule (1972 and 1974, and subsequently); the foundering of constitutional experiments, including new Northern Ireland Assembly (1973) and Constitutional convention (1975).

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.

Candidates may select from a range of themes, although most good candidates will pay most attention to economic issues. Using information such as that in AO1 above, discussion may concentrate on: Heath government’s experiment with expenditure cuts followed by an about turn; arguably little progress towards addressing increasingly urgent economic problems; misjudgement over miners’ strike leading to defeat at general election in 1974; Labour government in power 1974–9: attempts to address economic issue depend (and some would say excessively) on ending strikes – often on strikers’ terms – and reaching agreement with TUC over wage bargaining (this line held for a time but not throughout the period); need to approach the IMF for funding (1976) may be seen by some candidates as a national humiliation, with economic policy dictated from outside the UK and anyway of limited value to the government. Candidates may argue that Labour misjudged the electoral importance of the industrial relations issues which re-emerged during the winter of 1978–9; the party lost electoral support which seemed modestly to be returning during 1978. Arguably, too, the government misjudged its position in the autumn of 1978 when a general election might have been won. On Northern Ireland, candidates may argue that neither side met the challenges. The future of Northern Ireland was as uncertain in 1979 as in 1970. On a variety of social issues (see AO1 for examples), Labour took more initiatives than the Conservatives had, though there is scope for wide disagreement on the effectiveness of the various pieces of legislation.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over how much blame should attach to governments for the economic

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difficulties experienced during the 1970s. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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41 Why, by 1990, were many of Margaret Thatcher’s own ministers anxious to see the end of her premiership?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: a number of crises and controversies from the mid-1980s onwards: the Westland affair, leading to resignation of Heseltine (1986); Thatcher’s increasingly strident speeches on Europe, including the Bruges Speech arguing against a ‘superstate’ (1988); Thatcher’s suspicions about Germany’s intended role in the EU; disagreement over who had direction of economic policy, and especially over joining the EU Exchange Rate Mechanism (ERM – which Britain eventually joined in Oct 1990) between Lawson (as Chancellor of the Exchequer) and Walters (as a favoured, but unelected, economic adviser led to Lawson’s resignation) (1989); stock-market crash (1989); plans to introduce a ‘Community Charge’ to replace rating system (1987); ‘Poll Tax’ Riots (1989–90); Thatcher’s replacement of Howe as Chancellor and his final resignation from the government and anti-Thatcher speech in the Commons (November 1990); crisis over European Monetary Union (1990).

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement about the reasons why Thatcher lost the confidence of many of her ministers. Using information such as that in AO1 above, some candidates will argue that the main reason was Thatcher’s increasingly extreme views on Europe which, some ministers argued, weakened Britain’s role in Europe; the ‘poll tax’ had little support and met much opposition, causing ministers to wonder why Thatcher persevered with it; for some, Thatcher had latterly begun to govern by ‘gut’ rather than by judgement and were concerned at the apparently close consonance between ‘gut’ and mere prejudice. Many good candidates are likely to argue that, although there were many rifts within government, there had been rifts since 1980 and Thatcher had always surmounted them. By 1990, though, ministers feared that the next general election (due in 1992) was unwinnable under a prime minister they increasingly considered dictatorial and ‘out of control’. For other ministers, Thatcher – the longest serving prime minister of the twentieth-century – had exceeded her ‘sell-by’ date. Good candidates will see the need to concentrate on the attitude of her ministerial colleagues rather than more generally on reasons for Thatcher’s unpopularity.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the extent to which Thatcher’s overthrow can be seen as a *coup d’état* or merely as the culmination of the standard process by which prime ministers nearly all end up outstaying their welcome. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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42 How substantial were the achievements of the Blair governments of 1997–2005?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: Blair wins three successive general elections (1997, 2001, 2005), two of them by landslide majorities; progress on Northern Ireland via Good Friday Agreement (1998); legislation on human rights (1998) and Freedom of Information (2000) and sexual orientation, including civil partnership (2000 and 2006); in domestic social policy, substantial expenditure on education and the National Health Service, especially in Blair's second term; dealing with Terrorism, especially in wake of the 2006 London bombings; policies on internal security; in foreign policy significant intervention in Kosovo war (1999); intervention also in Afghanistan (2001) and Iraq (2003), though few candidates will see these as 'achievements'.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors, and approaches, and of arriving at a well-considered judgement. Using material such as that in AO1 above, discussion should lead to a judgement about Blair's record as prime minister. Very different views can be taken, but most candidates are likely to consider his initiatives on Northern Ireland and in Kosovo as considerable achievements. Similarly, no Labour prime minister has a record at general elections remotely as strong as Blair's (Wilson won four elections but only one produced a clear overall majority). Some will argue that his government's policies on sexual orientation represent a substantial achievement which has reduced prejudice and discrimination. Those who argue that the prime ministership had few positive achievements may argue that Blair pushed his governments ever more rightwards, in some cases (particularly on privatisation) into territory where Thatcher had feared to tread. Other critical assessments might argue that Blair's foreign policy, although active, depended too much on close relations with the USA. Evaluation of the Iraq war may be made within this context.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses, but are not required. In this question, however, candidates may be aware of fierce debates over controversial aspects of Blair's record, particularly the invasion of Iraq which has led some to call for Blair's arrest for illegal intervention and human rights abuses. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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

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Section 9: Themes c. 1914–2000

43 Explain why service industries played an increasingly important role in the British economy in this period.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here concerns the role of growing service industries during the twentieth-century. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: the declining competitiveness of British manufacturing and mining industries – competitors (not least from the within the Empire) could under-cut British prices; decline of shipbuilding when, for many purposes, ships were being replaced by air transport; the conservatism of British industry and insufficient investment in research and development as profits declined; growth of service industries – especially leisure industries, holidays, increasing popularity of professional sport; the increasing diversity and profitability of financial services, especially after 1945; the expansion of public sector opportunities in education, health and welfare; Britain as an increasingly mobile society and the role of transport in facilitating this; the importance of the Welfare State in generating more service-based employment; growth of ‘leisure retailing’ and retail parks’.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology.

Here, good candidates will see that this is a question which requires a judgement about causation, in this case about the contribution of the service industries to the wider economy, and the discussion may centre on: causes both of growth in the service industries and the decline of manufacturing. Good candidates may see how changes in one sector had implications for developments in the other. They will also be able to select from a wide chronological range, noting, for example, that the decline of jobs in textiles and ship-building encouraged many, especially the young and unmarried, to move in the 1920s and 1930s from declining industrial areas to those with new opportunities in the service sector, especially in the South-East and Midlands. Post-war, they might emphasise the implications of rapidly rising living standards from the 1950s for job opportunities in the retail sector. In the last quarter of the century, the provision of financial services was revolutionised and differences in regional prosperity became much more marked. Internal migration facilitated the expansion of the service sector. Candidates are likely to select from a wide range of examples of economic expansion. However they select, the conceptual focus should be on causes of change. Candidates should also comment on the inter-relationship between, and perhaps within, economic sectors, expansion in one sector often reflecting declining opportunities in another. The chronological focus is broad and stronger candidates should be able to discuss the nature and extent of relevant change over two or three generations.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the extent to which the importance of the service industries as generators of wealth and employment has been overplayed by economic historians. Overall, a sense of context and change will help to produce a convincing judgement.

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AO3 – [not applicable to Outlines]

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

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44 'In the period 1918–80, for most women, achieving higher living standards had greater priority than gaining political influence.' Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here concerns women's economic and political priorities. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: changes in women's political status: women over the age of 30 got the vote in 1918 and those from 21–30 did so on the same terms as men from 1928. On women's limited impact in Parliament, especially before 1945, candidates may refer to: no woman cabinet minister until 1929 (Margaret Bondfield); very few candidates (Labour 4 out of 361 in 1918 and rising only to 41 out of 603 in 1945. The number of female MPs did not reach 30 until 1987 though, from 1959, they included Margaret Thatcher. Before 1945, there was little agitation for increased political influence, even at second hand via women candidates. Before 1945, pressure for higher living standards tended to be a primarily family-orientated affair, many women doing part-time work to supplement the family income especially in areas, and during periods, of high unemployment. For unmarried women, especially from the middle classes, professional opportunities grew in the inter-war period and more extensively after c. 1950. Women were increasingly represented, except at the highest levels, in a wide range of industries, including banking and also in administration. Pressure for equality of gender opportunity increased representation; the impact of feminism from the 1960s changed many women's perspectives but mostly among the younger and better educated. Many women gave particular attention to material gains, particularly as the economy became both more buoyant and more diverse from the 1950s to the early 1970s. Women had a substantial influence on how a burgeoning 'consumer revolution' developed.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology.

Here, the focus is on reaching a judgement about women's priorities in respect of political influence and higher living standards. Some good candidates may note a strong link between two elements which might seem to be separate. Greater political influence could lead to more material gain, in the form of equal opportunities in the job market and equal pay. Using information such as that in AO1 above, candidates might note the limited impact made by women in mainstream politics until at least 1945. From 1945, there is an argument that women were increasingly exerting political influence. Good candidates might emphasise distinctions of social class: women, especially from the professional classes embraced new opportunities and some widened their horizons in embracing the ideas of the feminist movement in the late 1960s and 1970s. Some working-class women gave high priority to acquiring an enhanced political role, often in local political and social activities and took up the new opportunities which were becoming available. Candidates are likely to argue, however, that most working women's priorities were material whether from necessity or choice.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, some candidates may be aware of recent work on the role of women which argues that what might be broadly termed 'equality legislation' had only limited effects on women's wider political influence.

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A03 – [not applicable to Outlines]

A04 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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45 Which was the more important development: selective secondary education after 1944 or the expansion of comprehensive education in the 1960s and 1970s?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here concerns educational developments in the second half of the twentieth century. Analysis and evaluation are required, not a simple narrative of actions and events. On ‘selective secondary education’, candidates are likely to refer to the primary mechanism of selection, the ‘eleven plus’ and explain how it worked. In terms of impact, the emphasis is likely to be on the ladder of opportunity for pupils from poorer backgrounds. On the ‘expansion of comprehensive education’, candidates are likely to mention the growing criticism of selection (different ‘pass’ rates in different LEAs), some differences in the extent of opportunity for girls and boys and the growing feeling that selection was ‘unfair’. Comprehensive schools were established in large numbers from the 1950s onwards. Candidates might refer to Thatcher’s role as Heath’s Education Minister in creating large numbers of comprehensive schools; the intention to make comprehensive school intake to be dependent, not on ability, but on geographical proximity, although a range of different factors rapidly affected the range of the catchment area. Good candidates should note the considerable bi-partisan consensus by the 1970s that comprehensive schools would become the normal focus of secondary education.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology.

Here, good candidates will see that this is a question requiring a judgement about relative importance, in this case concerning developments in education. Good candidates may wish to explain how they interpret a focus on importance. Some might argue that importance needs to be seen in the context of wider social benefit; others might argue that proper consideration of ‘importance’ requires a judgement about the relative success of grammar and comprehensive schools. Using information such as that identified in AO1 above, the discussion may centre on: grammar schools and ‘elitism’ (the main charge against them by the 1960s). Some candidates might argue that grammar schools were more important precisely because they gave excellent, if overly academic, training to able pupils (roughly the top 20% of the ability range, though numbers varied across the country) from across the social spectrum, thus enabling far more children of economically poorer parents to progress to higher education and to leading roles in the professional or commercial worlds. Others may argue that the grammar school ideal was vitiated (in part at least) by the increasing evidence that the social composition of grammar schools was skewed towards the middle classes, although they were a minority of the population.

On comprehensive schools, some may argue that they were important because, by the 1970s, they were providing secondary education for more than 75% of pupils. A comprehensive school education became the norm and thus, by definition (some might argue) more important. Against this, some candidates might argue that comprehensive schools were less important than grammar schools because, even from the beginning, they were not so well equipped as grammar schools – both in terms of resources and teacher qualifications. Such candidate might also argue that it rapidly became apparent that comprehensive schools varied widely in terms of the nature and quality of education provided. Comprehensive schools with a larger proportion of middle-class children tended to do better academically than those situated in areas of greater poverty. Also, middle-class parents could, in general, add greater value (by their own input) to their own children’s education than could most working-class parents, thus damaging still further aspirations towards equality of educational opportunity. Some strong candidates might wish to argue that comprehensive schools were more important precisely because so many of them

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failed to match up to the – perhaps idealised – aim of equal opportunity – important because too many short-changed their pupils.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of recent debates about the adequacy or otherwise of the comprehensive ideal as it operated at the chalk face in the 1960s and 1970s. Overall, a sense of context and change will help to produce a convincing judgement.

A03 – [not applicable to Outlines]

A04 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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46 How effectively, since c. 1946, has television responded to changing social attitudes and priorities?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here concerns the impact of television on social change. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: how television has changed – becoming a mass medium in the 1950s and 1960s, with 1953 and the Coronation as a watershed for many. Relevant also to mention the expansion of choice available to viewers, with the Independent Television Act (1954) leading on to competitor channels to the BBC, and the appearance of commercial advertising.

Sky and British Satellite Broadcasting merged in 1990 and this led to multiplication of channels. Early television broadcasting tended to be formal and content strictly controlled as part of the Reith broadcasting mission to inform, educate and entertain. As living standards increased and constraining social norms were increasingly challenged, then the range of television broadcasting increased. The increasing breadth was disproportionately (though never universally) skewed towards popular entertainment: soap operas; popular music programmes (e.g. Top of the Pops); game shows (e.g. Take your Pick, Double your Money). The increasing popularity of television did, however, afford opportunity to present more demanding programmes for an audience which was becoming better educated and, perhaps, more discerning. Some drama dealt directly with major social problems (e.g. Cathy Come Home, Edna the Inebriate Women). Classic drama and literature was also dramatised for television (e.g. An Age of Kings – the Shakespeare History Plays; Tolstoy’s War and Peace and Anna Karenina). The advent of BBC2 (from 1964) initially catered for an up-market audience as did BBC4 (from 2002), though it attracted a much smaller audience. The expansion of ‘channel choice’ made more use of programmes – of various types – imported particularly from the USA, while sports channels proliferated on ‘Pay TV’. Candidates might mention the hugely increased popularity of football, generated in significant part by Sky’s screening live matches.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology.

Here, good candidates will see that this is a question requiring a judgement about effectiveness, in this case about television in a changing society. The discussion may centre on: the increasing diversity of society and how television catered for this. Some might argue that television took a considerable time before it reflected ethnic diversity. Others might suggest that weaving ‘social/ethnic diversity story lines into popular drama series (including ‘soap operas’) actually led to important changes in social attitudes, such that, in certain areas, television representations ran ahead of, and helped to change (rather than reflect) social attitudes. Some candidates might argue that the increasing popularity of football among the middle classes (for many of whom rugby union had been the winter sport of choice) owed much to the efforts – and the hugely expensive investments – of Sky television. Some good candidates might argue that in the popular programmes which came to dominate television schedules, the main objective was entertainment pure and simple; success was measured not via any high-minded response to, or reflection of, social change but in ‘the ratings game’. Good programmes, on this analysis, increasingly became synonymous with those which attracted the largest viewer audiences. Against this, others might argue that television (and especially BBC) broadcast sufficient programmes (though rarely in peak viewing hours) to demonstrate that it took both its original ‘inform’ and ‘educate’ missions seriously. There is scope for a wide range of approaches here, though the emphasis should be

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on the nature and extent of television's engagement and/or reflection of society as it changed in the second half of the twentieth-century.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over how, and how seriously, television reflects social change. Overall, a sense of context and change will help to produce a convincing judgement.

A03 – [not applicable to Outlines]

A04 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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47 How effectively did the Welfare State tackle problems of poverty in 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 concerns the effectiveness of the Welfare State in the specified period. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: how Beveridge’s ‘five giants’ were tackled by the Labour governments of 1945–51; implementing the Butler Education Act (1944); Family Allowances (1945) National Insurance Act (1946) – and the wide range of its welfare provision; establishment of National Health Service (1948) and the importance of free diagnoses and treatment; reorganisation of the system (1973) with establishment of area health authorities; bi-party support for the Welfare State in the 1950s and 1960s and belief that Welfare should be a priority; problems of funding less at a time of economic expansion; 1970s increasing concern about cost and, increasingly, structure. More radical attacks on ‘universality’ made from the political right; Social Security Act (1986) introduced income-related benefits and gave encouragement to private pension provision. A further Act reduced eligibility for income support. National Health Service and Community Care Act (1990) allowed hospitals to become self-governing trusts, and moves towards profit-led, market-informed changes to health provision. Welfare provision also included Town & Country Planning and provision for the establishment of New Towns (1947–8).

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology.

Here, good candidates will see that this is a question requiring a judgement about effectiveness, in this case the effectiveness of the Welfare State. Using material such as that indicated in AO1 above, the discussion may centre on: optimistic atmosphere in the later 1940s as Labour attempted to tackle problems of poverty, unemployment and sickness; opposition of medical profession faced down as Welfare State established. Good candidates will argue that the electorate noticed too few improvements in their living standards; many complained that wartime austerity was being maintained into peacetime, a view which did much to cut Labour’s majority in 1950; the imposition of prescription charges for teeth and glasses (1951) being the first hint that the full Beveridge prescription was unaffordable. Increasingly, economic priorities clashed with welfare ones. The Welfare State had many substantial successes: life expectation increased (by 6–7 years between 1960 and 2000); very high proportion of children being inoculated against dangerous diseases; number of doctors increased by about a third between 1960 and 1990. Good candidates will also comment on the extent to which Welfare System and especially the NHS was a victim of its own success: an increased proportion of pensions in population means a larger proportion who are not economically active and who require ever more monitoring and treatment; what NHS could provide was increasingly stretched. Candidates may argue either that increased emphasis on market priorities, especially from c. 1980, helped to increase welfare efficiency or that it made cuts in the wrong places, thus exacerbating the difficulties – and consequent inefficiency – of welfare.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the viability of a Beveridge-type NHS from c 1970 onwards. Overall, a sense of context and change will help to produce a convincing judgement.

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A03 – [not applicable to Outlines]

A04 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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48 What best explains the growing influence of popular culture on British society in 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 concerns the impact of popular culture on British society. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: increasingly diverse forms of mass entertainment – the long-term importance of electricity in facilitating hugely increased availability of recorded music; the expansion of radio and television; by the end of the century, new possibilities from the acquisition of personal computers; the growing influence of popular newspapers given ever more space to entertainment, fashion and ‘lifestyle’, and ever less to political or economic news; economic expansion and rising living standards gave more opportunity for leisure and a greater proportion of family incomes being spent on entertainment and what had previously been called ‘luxuries’. Increased investment in entertainment, particularly popular films and popular music; the increased influence of the USA in shaping and expanding popular cultural activities in the UK. The influence of popular culture on the youth market.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Here good candidates will see that this is a question requiring a judgement about the relative importance of linked causes, in this case concerning the rise of popular culture. Using information such as that indicated in AO1 above, the discussion may centre on key factors explaining the increased influence of popular culture. These may include: improved living standards, especially from the later 1950s; the expansion of leisure activities, particularly those deriving from the expansion of mass education; the influence of the ‘democratisation’ of culture; the international importance of popular culture, at least in the West, and the influence of the US. Good candidates may discuss the extent to which ‘popular culture’ defaulted to ‘youth culture’. Good candidates will see the importance of ‘best explains’: the need to consider a range of causal factors but also to identify which factors are particularly important.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the extent of US influence on popular culture in the UK. Overall, a sense of thematic context and change over time will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

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