

**GCE**

**History A**

Unit **F961/02**: British History Period Studies.  
Option B: Modern 1783–1994

Advanced Subsidiary GCE

**Mark Scheme for June 2014**

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
<b>BP</b>	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
<b>A</b>	Assert
<b>AN</b>	Analysis
<b>DET</b>	Description
<b>DEV</b>	Develop
<b>EXP</b>	Explains
<b>F</b>	Factor
<b>IRRL</b>	Irrelevance
<b>J</b>	Judgment
<b>LNK</b>	linked
<b>NAQ</b>	Not the question
<b>SC</b>	Simple comment
<b>X</b>	Error/wrong
<b>V</b>	View

### Subject-specific Marking Instructions

Distribution of marks for each level that reflects the Unit's AOs and corresponds to the UMS  
2 answers: each maximum mark 50.

	<b>A01a</b>	<b>A01b</b>
<b>IA</b>	21–24	24–26
<b>IB</b>	18–20	22–23
<b>II</b>	16–17	19–21
<b>III</b>	14–15	16–18
<b>IV</b>	12–13	13–15
<b>V</b>	9–11	11–12
<b>VI</b>	4–8	6–10
<b>VII</b>	0–3	0–5

Notes:

- (i) Allocate marks to the most appropriate level for each AO.
- (ii) If several marks are available in a box, work from the top mark down until the best fit has been found.
- (iii) Many answers will not fall at the same level for each AO.
- (iv) Analysis refers to developed explanations; evaluation refers to the argued weighing up/assessment of factors in relation to their significance in explaining an issue or in explaining linkages between different factors.

<b>AOs</b>	<b>AO1a</b>	<b>AO1b</b>
<b>Total mark for each question = 50</b>	Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.	Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of: - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied
<b>Level IA</b>	<ul style="list-style-type: none"> <li>• Uses a wide range of accurate, detailed and relevant evidence</li> <li>• Accurate and confident use of appropriate historical terminology</li> <li>• Answer is clearly structured and coherent; communicates accurately and legibly</li> </ul> <p style="text-align: center;"><b>21–24</b></p>	<ul style="list-style-type: none"> <li>• Clear and accurate understanding of key concepts relevant to analysis and to the topic</li> <li>• Clear and accurate understanding of the significance of issues in their historical context</li> <li>• Answer is consistently and relevantly analytical with developed and substantiated explanations, some of which may be unexpected</li> <li>• The argument evaluates a range of relevant factors and reaches clearly substantiated judgements about relative importance and/or links</li> </ul> <p style="text-align: center;"><b>24–26</b></p>
<b>Level IB</b>	<ul style="list-style-type: none"> <li>• Uses accurate, detailed and relevant evidence</li> <li>• Accurate use of a range of appropriate historical terminology</li> <li>• Answer is clearly structured and mostly coherent; writes accurately and legibly</li> </ul> <p style="text-align: center;"><b>18–20</b></p>	<ul style="list-style-type: none"> <li>• Clear and accurate understanding of most key concepts relevant to analysis and to the topic</li> <li>• Answer is mostly consistently and relevantly analytical with mostly developed and substantiated explanations</li> <li>• Clear understanding of the significance of issues in their historical context.</li> <li>• Substantiated judgements about relative importance of and/or links between factors will be made but quality of explanation in support may not be consistently high</li> </ul> <p style="text-align: center;"><b>22–23</b></p>

AOs	AO1a	AO1b
<b>Level II</b>	<ul style="list-style-type: none"> <li>• Uses mostly accurate, detailed and relevant evidence which demonstrates a competent command of the topic</li> <li>• Generally accurate use of historical terminology</li> <li>• Answer is structured and mostly coherent; writing is legible and communication is generally clear</li> </ul> <p style="text-align: center;"><b>16–17</b></p>	<ul style="list-style-type: none"> <li>• Mostly clear and accurate understanding of many key concepts relevant to analysis and to the topic</li> <li>• Clear understanding of the significance of most relevant issues in their historical context</li> <li>• Much of the answer is relevantly analytical and substantiated with detailed evidence but there may be some description</li> <li>• The analysis of factors and/or issues provides some judgements about relative importance and/or linkages</li> </ul> <p style="text-align: center;"><b>19–21</b></p>
<b>Level III</b>	<ul style="list-style-type: none"> <li>• Uses accurate and relevant evidence which demonstrates some command of the topic but there may be some inaccuracy</li> <li>• Answer includes relevant historical terminology but this may not be extensive or always accurately used</li> <li>• Most of the answer is organised and structured; the answer is mostly legible and clearly communicated</li> </ul> <p style="text-align: center;"><b>14–15</b></p>	<ul style="list-style-type: none"> <li>• Some/uneven understanding of key concepts relevant to analysis and of concepts relevant to their historical context</li> <li>• Answers may be a mixture of analysis and explanation but also simple description of relevant material and narrative of relevant events <b>OR</b> answers may provide more consistent analysis but the quality will be uneven and its support often general or thin</li> <li>• Answer considers a number of factors but with very little evaluation of importance or linkages between factors/issues</li> <li>• Points made about importance or about developments in the context of the period will often be little more than assertions and descriptions</li> </ul> <p style="text-align: center;"><b>16–18</b></p>
<b>Level IV</b>	<ul style="list-style-type: none"> <li>• There is deployment of relevant knowledge but level/accuracy of detail will vary; there may be some evidence that is tangential or irrelevant.</li> <li>• Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication.</li> </ul> <p style="text-align: center;"><b>12–13</b></p>	<ul style="list-style-type: none"> <li>• Understanding of key concepts relevant to analysis and the topic is variable but in general is satisfactory</li> <li>• Limited and patchy understanding of a few relevant issues in their historical context</li> <li>• Answer may be largely descriptive/narratives of events and links between this and analytical comments will typically be weak or unexplained <b>OR</b> answers will mix passages of descriptive material with occasional explained analysis</li> <li>• Limited points made about importance/links or about developments in the context of the period will be little more than assertions and descriptions</li> </ul> <p style="text-align: center;"><b>13–15</b></p>

AOs	AO1a	AO1b
<b>Level V</b>	<ul style="list-style-type: none"> <li>• There is some relevant accurate historical knowledge deployed: this may be generalised and patchy. There may be inaccuracies and irrelevant material also</li> <li>• Some accurate use of relevant historical terminology but often inaccurate/inappropriate use</li> <li>• Often unclear and disorganised sections; writing will often be clear if basic but there may be some illegibility and weak prose where the sense is not clear or obvious</li> </ul> <p style="text-align: center;"><b>9–11</b></p>	<ul style="list-style-type: none"> <li>• General and sometimes inaccurate understanding of key concepts relevant to analysis and of concepts relevant to the topic</li> <li>• General or weak understanding of the significance of most relevant issues in their historical context</li> <li>• Attempts at analysis will be weak or generalised, based on plausible but unsubstantiated points or points with very general or inappropriate substantiation <b>OR</b> there may be a relevant but patchy description of events/developments coupled with judgements that are no more than assertions</li> <li>• There will be some understanding of the question but answers may focus on the topic not address the focus of the question</li> </ul> <p style="text-align: center;"><b>11–12</b></p>
<b>Level VI</b>	<ul style="list-style-type: none"> <li>• Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy</li> <li>• Answer may have little organisation or structure; weak use of English and poor organisation</li> </ul> <p style="text-align: center;"><b>4–8</b></p>	<ul style="list-style-type: none"> <li>• Very little understanding of key concepts</li> <li>• Very limited understanding of the topic or of the question's requirements</li> <li>• Limited explanation will be very brief/fragmentary</li> <li>• The answer will be characterised by generalised assertion and/or description/narratives, often brief</li> </ul> <p style="text-align: center;"><b>6–10</b></p>
<b>Level VII</b>	<ul style="list-style-type: none"> <li>• No understanding of the topic or of the question's requirements; little relevant and accurate knowledge</li> <li>• Very fragmentary and disorganised response; very poor use of English and some incoherence</li> </ul> <p style="text-align: center;"><b>0–3</b></p>	<ul style="list-style-type: none"> <li>• No understanding of key concepts or historical developments.</li> <li>• No valid explanations</li> <li>• Typically very brief and very descriptive answer</li> </ul> <p style="text-align: center;"><b>0–5</b></p>

Question	Answer	Marks	Guidance
1	<p>How serious were the radical threats to Pitt's governments?</p> <p>Candidates may consider the weakness of the radical movement during this period, discussing issues such as divisions over aims and methods, the association with France and a lack of genuine popular support before concluding that the threat was never serious. Others might argue that the government considered the threat serious and that the reasons for Pitt's survival were the use of repressive legislation in the 1790s, the use of loyalist associations and propaganda, exploitation of Whig divisions over the issue, patriotism engendered by the outbreak of war against France and the support of the king. It might be argued that popular grievance was more economic than political, that extended poor relief did its job well, but that the political challenge was never great. Candidates may also stress the relative importance of Pitt's policies, especially after 1794 – suspension of Habeas Corpus, the Treasonable Practices Act extending the scope of treason, the Seditious Meetings Act and higher Stamp Duties to restrict press readership and radical ideas. By 1799 Radical societies were being banned. George III and loyalty to him were actively promoted against Painite principles. The impact of Pitt's policies may be weighed against the weakness of the radical movement and candidates may note that the repressive measures were shrewdly temporary so that they could avoid the accusations that traditional liberties were being permanently suppressed. There might be comment about Pitt's use of the army, as was needed . Pitt had no difficulty using Parliament, Monarchy and the Army to prevent a minority gaining popular support for its radical views, but he did so expertly. They may argue that the radical movement was defeated because it was weak as it was divided over aims and methods, associated with France and lacked genuine popular support. The repressive legislation in the 1790s was successful and candidates are likely to provide details of the legislation and are likely to attribute this to Pitt. Some might argue that Pitt faced a serious challenge because the nation was industrialising and urbanising, if this is the line taken candidates may conclude that Pitt was very important in the defeat of the threat, England did not face the unrest that France did in the same period. However, although the threat was defeated or at least contained there were corresponding societies, combinations, riots and machine smashing.</p>	50	No set answer is looked for but candidates will need to answer the question.
		50	No set answer is looked for but candidates will

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2	<p>How far would you agree that Tory governments were no more liberal from 1822 to 1830 than from 1812 to 1822?</p> <p>The question of how liberal the Tories were in the period after 1822 remains an open one, but most are likely to argue that they were more liberal after 1822 than before. To support the view candidates could use: the appointment of younger politicians such as Canning, Peel and Huskisson after 1822-3, the economic legislation passed by both Robinson and Huskisson and the reforms of Peel at the Home Office. However candidates might argue that there were also some illiberal measures such as the refusal to accept Roman Catholic Emancipation, the fact that the repeal of the Test and Corporation Acts were forced upon them, and the refusal to entertain the issue of parliamentary reform. These issues should be contrasted with the measures of the earlier period in order to reach a conclusion. Candidates are likely to argue that even if the later period was not that liberal, the earlier period was repressive and point to the Corn Laws, the Suspension of Habeas Corpus, the Six Acts and Seditious Meetings. However, this might be balanced against the need to tackle unrest and that the acts were no more repressive than Pitt's. There might also be some consideration of the more liberal reforms of the earlier period.</p>		need to answer the question.
3	<p>How effective was Peel as a party leader?</p> <p>Answers must focus on Peel as the party leader and not simply examine his reforms in the ministry of 1841-6, although some of these might be used to show he was not a great party leader. Some may argue that in the early years he was a good party leader as he reorganised the party after the disasters of the Great Reform Act and with his Tamworth Manifesto adapted the party to a changed set of electoral conditions. There might also be consideration of the reforms at the centre with reorganisation, the creation of the Carlton Club and Registration issues. Peel's attempts to broaden the appeal of the party might also be discussed and candidates might be aware that the 1841 election results suggest he failed in this aspect and was returned to power on traditional Tory votes. There might be some discussion about the significance of the 100 days, 1834-35, and also his support for some Whig measures to argue that he had shown the party was responsible and fit to govern. It is likely that many will consider his treatment of backbenchers once he was in power and his belief that it was his duty to serve the nation and monarch not the party. This might result in some discussion of his abandonment of key Tory ideas over protection and issues in Ireland. Many are likely to suggest that his action over the Corn Laws suggests he was a poor party</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
	<p>leader as he split the party and the result was years in the political wilderness. Some might argue that it was not Peel's successes that brought the Conservatives back into power but the mistakes and failings of the Whigs.</p>		
4	<p>How limited were the achievements of Gladstone's first ministry?</p> <p>Many candidates might argue that the reforms were not limited as it is usual to see this ministry as the great reforming ministry; however at the top levels candidates should produce a balanced answer. The Education Act, although it played an important role in providing education for working class children was an uneasy compromise between Anglicans and non-conformists and it created class divisions. Trade Union reform may have equalised the law between worker and employer but stopped short of what the skilled workers wanted-peaceful picketing and immunity from prosecution for strikes. Administrative reforms, such as the Civil Service and Universities, may have brought equality of opportunity, but there were still few who could take advantage of the changes. The Secret Ballot Act had a large impact, especially within Ireland. Irish legislation failed to have the required impact as the Land Act did not go far enough. The Licensing Acts annoyed temperance groups and the working class. Some candidates might approach the question by looking at the success or failure of the reforms in satisfying Liberal support and conclude that most of the reforms alienated some group of supporters; for example, they might argue that the Education Act failed to please the non-conformists. Some answers may consider foreign policy and this is acceptable.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
5	<p>How important were Disraeli's qualities in his emergence as Conservative leader?</p> <p>Candidates might look to weigh up the strengths of Disraeli as a leader against his weaknesses and other possible contenders before reaching a balanced conclusion. In agreeing with the statement they might argue that Derby had not been interested in leading the party and was more at home horse-racing, whilst other possible contenders, such as Gladstone had left the party. It might be noted that Derby had led the government in 1852 and 1858-9 and it was only ill-health that saw him resign. This argument may be further developed by looking at the weaknesses of Disraeli; he was after all an outsider for the Conservative party, not an Anglican. However, some might argue that he was their best speaker, had managed to pilot the Second Reform Act through parliament after Gladstone's failure and shown himself to have appeal. It might be argued that his successful guidance of the Reform Act through parliament was what guaranteed him the succession. Disraeli was responsible for many of the changes that helped bring the Conservatives back to power; he taught them that it would be pointless to try to win support for the reversal of the Free Trade policy, promoted reform when in office in the minority government, developed ideas on the need for social reform, appointed Gorst to reorganise the party machinery and appealed to the electorate as the spokesman for a party that would offer a strong foreign and imperial policy. These positive qualities should be balanced against the claim that there were no alternatives once Derby resigned in February 1868.</p>	50	No set answer is looked for but candidates will need to answer the question.
6	<p>'Disraeli's wish to improve the condition of the people was the most important reason for the domestic reforms of his second ministry.' How far do you agree?</p> <p>There are a number of motives that candidates might consider when addressing the question and examiners should not expect them all to be discussed, what is important is the quality of analysis. Candidates who wish to access the higher levels will need to consider the named factor even if they argue that it was not the most important. Some may argue that it was consistent with Disraeli's previous concern for the working class and use his novels and the Second Reform Act to support this claim. They may also examine the nature of some of the reforms to show how they elevated the condition of the working people and therefore must have been important. However, others may argue that Disraeli was less interested as they were largely the work of others and that social legislation ended after a few years, whilst he</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
	was more concerned with foreign and imperial polices. Some might argue that, as with the Second Reform Act, his concern was to dish Gladstone and the Whigs and simply used the reforms for political advantage.		
7	<p>'Fear of Russia dominated British foreign and imperial policy from 1856 to 1902.' How far do you agree?</p> <p>There are a number of factors that candidates might consider when addressing the question and examiners should not expect them all to be discussed, what is important is the quality of analysis. Russia was an important factor and candidates might point to concern shown during the Crimean War and in discussing the Eastern Question, particularly in 1878. This might be linked to events such as wars in Afghanistan or developments concerning India. Some may also take events on and argue that fear of Russia also explains the alliance with Japan in 1902. Some might argue that although the balance of power was an important issue the countries that threatened it changed from Russia to Germany. This issue might also be linked to trade and the need to preserve trade routes, particularly to India and how this impacted on relations with Russia. This might also be linked to imperial concerns over India and therefore the issue of the Mediterranean and the Suez Canal might feature. Issues of naval supremacy and 'blue water' might also be considered and the question of the two power principle. There might be some consideration of the importance of support for nationalist movements and Britain's relationship with Italy, Germany and Poland in this period might be considered.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
8	<p>'The policy of Imperialism from 1880 to 1902 was consistently popular in England.' How far do you agree?</p> <p>The party that dominated politics in this period was the pro-Empire Conservatives, suggesting it was a popular policy. Candidates could support this with reference to the Khaki election of 1900, where their victory, an overall majority of 268 was, in part, the result of patriotic fervour in the earlier part of the Boer War. Even at the end of the war some might argue that imperialism was still popular; British invincibility did remain intact and some may argue that this was reinforced by music hall jingoism and added to the idea that 'the sun never set on the Empire'. Joe Chamberlain had been able to build a new career in the Conservative party on the basis of popular imperialism, as did Curzon. However, this might be balanced by a consideration of the problems that the small force of Boers had created for the might of the British army and the brutal use of concentration camps also damaged prestige, suggesting that it was no longer popular. There was questioning of Chamberlain's imperial vision and the social and medical problems of recruitment brought demands for a concentration on domestic issues. After Gladstone, the Liberal leader Lord Rosebery realised the political importance of the Empire. However, candidates could balance this by looking at the 1880 election which Disraeli lost largely due to Gladstone's anti-Imperial campaign. Gladstone in turn was in trouble by 1885 over Egypt and especially for his failure to send sufficient troops to save General Gordon in his attempts to defend Khartoum from the attacks by the Mahdi. This created a public outcry, suggesting imperialism was popular. Some candidates might point to the celebrations after key events to suggest the policy was still popular, although others may argue that these were more a sense of relief that relatives had survived. However, after 1900 the Boer War did not aid the Conservatives. Some candidates may argue that the Empire was always politically controversial and divisive. Whether the working class were responsive to imperialism was far from certain, especially as the Empire could be portrayed as wasteful when social reform was a more pressing issue. It could be argued that the popular culture surrounding imperial expansion and policies suggests that it was a popular policy and candidates might point to some of the Music Hall songs, popular literature and also religious concerns, such as some of the late Victorian hymns or missionary activity which had captured the public imagination.</p>	50	No set answer is looked for but candidates will need to address the question set.
9	Assess the reasons why there was so much support in Britain for the decision to go to war in 1914.	50	No set answer is looked for but candidates will need to answer the

Question	Answer	Marks	Guidance
	<p>There are a number of reasons that candidates might consider and examiners should not expect them all to be discussed, what matters is the quality of analysis. Candidates might consider anti-German feeling and the reasons for this, although examiners should be cautious of candidates who simply turn this into an essay on why relations with Germany deteriorated. There might be mention of the desire to protect Belgium and the issue of morality, both towards Belgium and France. Some might argue that the belief that the war would be over by Christmas 1914 may also have encouraged support. There may be some who argue that there was a need to protect British interests, such as the Empire and this might be linked back to the perceived German threat. Candidates might consider the impact of the media in promoting patriotic feeling.</p>		question.

Question	Answer	Marks	Guidance
10	<p>Assess the reasons for the growth of the Labour party in the period 1918 to 1924.</p> <p>The focus of this question requires a relative evaluation of the War among the various reasons contributing to the development of the Labour party. In considering the war as important candidates might consider the role of Arthur Henderson and Cabinet responsibility, new organisation at grass roots level, the importance of changes in the Franchise in 1918, the increased number of candidates in 1918 as opposed to 1910, the unity of the party during the war on issues that affected the working classes, such as the war emergency workers national committee, and the new constitution of the party in 1918. These factors might be compared with the importance of the Liberal split during the war and its subsequent consequences. The 1922 election was also important in the emergence of the Labour party. Candidates may also consider the importance of the formation of the First Labour government as this established the Labour party as the genuine alternative and gave them credibility. The role of Macdonald may also be considered as he succeeded Clynes, his qualities of leadership and his socialist philosophy which was of the organic, evolutionary type. The 1923 election was also important as Asquith decided to back Labour because of the danger of Liberal absorption by the Conservatives.</p>	50	No set answer is looked for but candidates will need to answer the question.
11	<p>'The Trade Unions were the most important reason for the General Strike in 1926.' How far do you agree?</p> <p>Candidates will need to address the role of the Unions, even if they conclude that other parties were more to blame. The government were intransigent, combined with an economic policy that was in part mistaken by returning to an overvalued currency backed by gold in 1925 as the main cause. The government was certainly determined to stand by private ownership and lower labour costs. Candidates might also point out that it was the government that precipitated a strike on 3 May by calling off negotiations, not the Unions. Candidates who want to access higher levels must consider the role of the Trade Unions, especially the NUM and this might be set alongside the role of the mine owners with their response to adverse terms in world trade which saw British coal as increasingly uncompetitive. The role of the Daily Mail could also be considered as the trigger for the strike. The case for Union unrest as the main cause is the growing power and influence of the Unions up to the First World War and their reaction to changed economic conditions after it. Some candidates might make a distinction between the Miners, led by Smith and Cook, and the leadership of the Union movement in general who were reluctant to act and certainly unprepared to stage a General</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
	<p>Strike. The latter were prepared to accept Samuel's recommendation as a basis of settlement. The Miners were less prepared to compromise. Previously they had been the aristocrats of the labour market and long unionised they were especially hard hit by economic contractions, new fuels, poor geological conditions and under investment in mining technology. Employers might also be blamed as they argued that a competitive price could be achieved only at the expense of the miners. It might also be argued that having scored victories with the Sankey Commission and on Red Friday they were keen to make a stand on behalf of other well organised, but struggling industries. It might also be noted that the Unions failed to see Red Friday as simply a government tactic to buy time and stockpile and prepare for a strike.</p>		
12	<p>How important was Attlee's role in Labour's election victory of 1945?</p> <p>At the higher levels answers will need to focus on the question of 'how important' and not simply provide a list of reasons. In order to reach Level III candidates will need to consider the role of Attlee, even if they conclude that he was not the most important reason and offer an alternative. Some might argue that he lacked charisma and popular appeal and was therefore not important, whilst others might suggest that it was the popularity of Labour and their commitment to reform that enabled Attlee to win. Some might argue that it was due to Churchill. He had refused to adopt the Beveridge Report, suggested that Attlee would bring in some form of secret police or Gestapo if Labour won, he also insisted in wearing a military uniform which also signalled his link with the past when many wanted a new start. There were other reasons for Conservative unpopularity which need consideration; these could include their association with the failed foreign policy of the 1930s that had led to war, their poor industrial relations record over issues such as the General strike and blame for the Depression and subsequent problems of the Depression, particularly unemployment. The war had also created a desire for change and Labour was seen as the best hope for this. They were associated with social reform and appeared to promise a new start and an improvement in the lives and welfare of the people. They appeared more willing to address the problems the war had revealed. Many were anxious for social reform and Labour had embraced the Beveridge report. There were also many 'first time' voters who turned to Labour and they had a large influence as there had not been an election since 1935, added to this many returning servicemen supported Labour.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
13	<p>'Economic weakness was the main reason why Britain decolonised.' How far do you agree?</p> <p>Many candidates may point to the economic difficulties created by the war and the political changes in Britain that the war had brought about as evidence, they may even suggest that dependence on the USA financially, that resulted from the war, was a further reason. Economic difficulties were serious as a result of the war, military and defence costs were crippling, but this was complicated by the belief that the Empire was less the problem than part of the solution to her economic difficulties as a closed imperial economy could guarantee markets, cheap food and raw materials. In order to overcome the financial problems at the end of the war Britain was heavily dependent upon the USA and they were opposed to colonialism and put pressure on Britain to abandon her Empire, in India in 1947, Palestine in 1948 and in 1956 to abandon Egypt and Suez. It was difficult for Britain to resist this unless they played the Cold War card, as they did in Malaysia. This could be seen as the main reason for decolonisation by the 1950s. Candidates may consider the pressure from colonial national movements such as the Gold Coast Riots in 1950, and the Mau Mau in Kenya. This also had an economic impact, that Britain could not handle after the war, and will provide candidates with opportunities to link together factors. Although there were many attempts to foster local elites and economies this strategy usually involved the acceptance of independence as a goal that tended to come sooner rather than later. This could be seen as the main reason for decolonisation by the 1950s. Some candidates may also argue that political change in the United Kingdom was particularly important, especially the attitudes of the political parties, originally united in resisting decolonisation this outlook had changed. Talk centred on managing decolonisation as part of trying to retain influence, this was certainly the view of Macmillan after 1957. Racism at home may also be mentioned.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
14	<p>Assess the reasons why Britain's attitude towards Europe changed in the 1960s.</p> <p>Candidates are likely to consider a number of reasons. Candidates may consider the perception that Britain had to make a choice between the Empire and Europe and with 'the wind of change' shift to de-colonisation altered Conservative views. There might also be consideration of the perception that Britain had to make a choice between USA and Europe; this might also be linked to the new direction under Eden and the rejection to join the EEC in 1963. There might be some consideration of Heath's attitudes. Some answers might consider the economic success of the EEC and compare this with the failure of EFTA. This might be compared with Britain's go it alone attitude up to 1960. Many in Britain did not take European integration seriously until 1960, pointing to Britain's world status and her desire to shape Europe rather than be shaped by it. This might be linked to distrust of the Schumann Plan and EEC. There may also be consideration of the attitude of the French towards Britain, particularly De Gaulle. Candidates might also point to the obvious success of the EEC by 1960, particularly in terms of the economy and that this became important to Britain. Some might point to the success of EFTA, but note that the economic success of the EEC was even greater. It might also be noted that the economic success of the Commonwealth could not be compared with the EEC.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
15	<p>How successful was Thatcher as a world leader?</p> <p>At the higher levels candidates will need to address the issue of 'how successful' as a 'world leader' and not simply list successes and failures. Candidates might consider issues such as the Falklands and Thatcher's role in the ending of the Cold War and Britain's role in the First Gulf War over Kuwait as evidence of her success as a world leader. However, others may argue that she played a minimal role in the ending of the Cold War and go on to link this to Britain's subservient role to the USA, noting issues such as Grenada. There is likely to be discussion about Thatcher's relationship with both the EU and the Commonwealth. Some may argue that she was successful as she achieved a rebate, but others may argue that this damaged Britain's position. In dealing with the issue of Rhodesia candidates may argue that she was successful in ending the dispute.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
16	<p>Assess the reasons why the Labour party won the 1964 election.</p> <p>Labour won in 1964 by the large swing in the popular vote but only by a narrow margin of seats-317 to the Conservatives 304 and only a 5 seat majority in the Commons. Candidates should weigh up the importance of scandals in causing defeat against other factors. In considering the question of scandal most will consider the Profumo affair and its impact. Some answers will point to the youthful leadership of Wilson and his identification with all things modern, this contrasted well with the new aristocratic Conservative leader Sir Alec Douglas Home, who ran an ineffective campaign and did not handle television well. Wilson promoted his image with much talk of planning and the opportunities offered by the white heat of technology. The grey years of Gaitskell were over and Wilson exploited Conservative weakness, especially economic, with skill. However, many candidates will conclude that it was the Conservatives who lost the election in the years after 1959, rather than Labour or Wilson who won it. The Conservatives appeared too 'Establishment', the promotion of a peer to the leadership was a mistake given the satirists of the day. Party organisation lost its way after 1959; Butler replaced Hailsham and was in turn replaced by MacLeod. The affluence of the 1950s now appeared to be sluggish by comparison with elsewhere and the Conservative Chancellor imposed unpopular deflationary policies in 1961. Decolonisation and immigration unsettled some whilst a new economic policy, the New Approach, involving controlled expansion was undermined by De Gaulle's veto of joining the EEC. A radical Cabinet reshuffle, the Night of the Long Knives, unsettled his ministerial colleagues when it was intended to create a fresh and dynamic government. Macmillan's choice of replacement was botched, middle and working class voters were lost. Labour won on a modernising agenda.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
17	<p>'The Heath government was a complete failure.' How far do you agree?</p> <p>Many will see this period as one of failure and will point to the Miners' Strike and the Three Day Week, which appeared to epitomise the failed economic policy of the government. Heath has been criticised for failing to carry through the promised tough programme of economic and industrial reform on which the party had won the election of 1970. They started out determined to carry through a 'quiet revolution' by reducing the scale of the public sector and government intervention in the economy. The government was beset by a series of problems, but also made tactical errors of judgement. The Trade Union legislation was brought in very quickly and without sufficient consultation. The Industrial Relations Act was so broad in scope that it became a target for labour hostility; the good aspects were lost in the general bitterness about the method of its passage. The general refusal to comply with the terms meant it never became credible. The Ugandan Crisis inflamed hostility towards immigration, Ireland was another problem as Heath relied on the support of Unionist MPs. However there were some achievements: taxes were cut, radical reform of tax and benefits system was well advanced when the government fell and therefore candidates may argue that it was not a complete failure. However, it was the reversals of 1972 that the government is best remembered for. The decision to bail out Upper Clyde Shipbuilders, a year after refusal was seen as a humiliating climb down. There was rising unemployment, combined with the determination to speed the rate of growth before entry to the EEC led to deliberate economic expansion, which flew in the face of the previous commitment to solve the problem of inflation. Voluntary wage control was impossible and Heath had to do this by law, the ultimate U turn.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
18	<p>'Conservative strength rather than Labour weakness was the most important reason for Thatcher's election victories.' How far do you agree?</p> <p>There are a variety of reasons that candidates might offer for Conservative electoral success in 1979, 1983 and 1987, however to achieve the higher levels candidates must write at least a good paragraph on the named factor even if they then argue that it was less important. When considering the weakness of Labour they might consider the weak leadership of Foot and Kinnock as major factors or they might look at areas of policy that were not popular with the electorate, particularly defence. Candidates might also consider the 'Looney Left' as a factor in discrediting Labour with the electorate. Labour were also closely associated with the Trade Unions and the question of too much union power, following the 'Winter of Discontent' might be seen as an issue. In the first period in office Labour weakness was an issue as with the economic problems of rising unemployment it should have been possible for Labour to have been a strong alternative. Against this candidates should consider the strength of the Conservative party. This might include the appeal of Thatcher as a strong leader, in contrast to the Labour party. Although she was controversial she appeared strong and willing to stand up to the Unions. The recovery of the economy helped later on, but crucial for the second term was the success of the Falklands War and restoration of pride that followed; the Conservative party were able to take full advantage of it as opinion polls beforehand were not good. Some answers might suggest that Thatcher had a strong set of ministers around her, others might comment on the reforms, particularly the denationalisation and selling of council homes which helped to create a new class to which Thatcherism appealed. There might be some consideration of changes in voting behaviour.</p>	50	No set answer is looked for but candidates will need to answer the question.

**APPENDIX 1**

Use this space for a generic mark scheme grid that applies across the question paper

**APPENDIX 2**

Use this space if you have extensive subject specific information that is inappropriate to include in section 10 page 3.

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