

Mark Scheme for June 2010

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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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Distribution of marks for each level that reflects the Unit's AOs and corresponds to the UMS

2 answers: each maximum mark 50.

	A01a	A01b
IA	21-24	24-26
IB	18-20	22-23
II	16-17	19-21
III	14-15	16-18
IV	12-13	13-15
V	9-11	11-12
VI	4-8	6-10
VII	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.

AOs	AO1a	AO1b
Total mark for each question = 50	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
Level IA	<ul style="list-style-type: none"> • Uses a wide range of accurate, detailed and relevant evidence • Accurate and confident use of appropriate historical terminology • Answer is clearly structured and coherent; communicates accurately and legibly <p style="text-align: center;">21-24</p>	<ul style="list-style-type: none"> • Clear and accurate understanding of key concepts relevant to analysis and to the topic • Clear and accurate understanding of the significance of issues in their historical context • Answer is consistently and relevantly analytical with developed and substantiated explanations, some of which may be unexpected • The argument evaluates a range of relevant factors and reaches clearly substantiated judgements about relative importance and/or links. <p style="text-align: center;">24-26</p>
Level IB	<ul style="list-style-type: none"> • Uses accurate, detailed and relevant evidence • Accurate use of a range of appropriate historical terminology • Answer is clearly structured and mostly coherent; writes accurately and legibly <p style="text-align: center;">18-20</p>	<ul style="list-style-type: none"> • Clear and accurate understanding of most key concepts relevant to analysis and to the topic • Answer is mostly consistently and relevantly analytical with mostly developed and substantiated explanations • Clear understanding of the significance of issues in their historical context. • 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. <p style="text-align: center;">22-23</p>
Level II	<ul style="list-style-type: none"> • Uses mostly accurate, detailed and relevant evidence which demonstrates a competent command of the topic • Generally accurate use of historical terminology • Answer is structured and mostly coherent; writing is legible and communication is generally clear <p style="text-align: center;">16-17</p>	<ul style="list-style-type: none"> • Mostly clear and accurate understanding of many key concepts relevant to analysis and to the topic • Clear understanding of the significance of most relevant issues in their historical context • Much of the answer is relevantly analytical and substantiated with detailed evidence but there may be some description • The analysis of factors and/ or issues provides some judgements about relative importance and/or linkages. <p style="text-align: center;">19-21</p>

<p>Level III</p>	<ul style="list-style-type: none"> • Uses accurate and relevant evidence which demonstrates some command of the topic but there may be some inaccuracy • Answer includes relevant historical terminology but this may not be extensive or always accurately used • Most of the answer is organised and structured; the answer is mostly legible and clearly communicated <p style="text-align: center;">14-15</p>	<ul style="list-style-type: none"> • Some/uneven understanding of key concepts relevant to analysis and of concepts relevant to their historical context • Answers may be a mixture of analysis and explanation but also simple description of relevant material and narrative of relevant events OR answers may provide more consistent analysis but the quality will be uneven and its support often general or thin. • Answer considers a number of factors but with very little evaluation of importance or linkages between factors/issues • Points made about importance or about developments in the context of the period will often be little more than assertions and descriptions <p style="text-align: center;">16-18</p>
<p>Level IV</p>	<ul style="list-style-type: none"> • There is deployment of relevant knowledge but level/accuracy of detail will vary; there may be some evidence that is tangential or irrelevant. • Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication. <p style="text-align: center;">12-13</p>	<ul style="list-style-type: none"> • Understanding of key concepts relevant to analysis and the topic is variable but in general is satisfactory. • Limited and patchy understanding of a few relevant issues in their historical context. • Answer may be largely descriptive/ narratives of events and links between this and analytical comments will typically be weak or unexplained OR answers will mix passages of descriptive material with occasional explained analysis. • Limited points made about importance/links or about developments in the context of the period will be little more than assertions and descriptions <p style="text-align: center;">13-15</p>
<p>Level V</p>	<ul style="list-style-type: none"> • There is some relevant accurate historical knowledge deployed: this may be generalised and patchy. There may be inaccuracies and irrelevant material also • Some accurate use of relevant historical terminology but often inaccurate/ inappropriate use • 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 <p style="text-align: center;">9-11</p>	<ul style="list-style-type: none"> • General and sometimes inaccurate understanding of key concepts relevant to analysis and of concepts relevant to the topic • General or weak understanding of the significance of most relevant issues in their historical context • Attempts at analysis will be weak or generalised, based on plausible but unsubstantiated points or points with very general or inappropriate substantiation OR there may be a relevant but patchy description of events/developments coupled with judgements that are no more than assertions • There will be some understanding of the question but answers may focus on the topic not address the focus of the question <p style="text-align: center;">11-12</p>

Level VI	<ul style="list-style-type: none"> • Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy • Answer may have little organisation or structure; weak use of English and poor organisation <p style="text-align: center;">4-8</p>	<ul style="list-style-type: none"> • Very little understanding of key concepts • Very limited understanding of the topic or of the question's requirements • Limited explanation will be very brief/fragmentary • The answer will be characterised by generalised assertion and/or description/narratives, often brief <p style="text-align: center;">6-10</p>
Level VII	<ul style="list-style-type: none"> • No understanding of the topic or of the question's requirements; little relevant and accurate knowledge • Very fragmentary and disorganised response; very poor use of English and some incoherence <p style="text-align: center;">0-3</p>	<ul style="list-style-type: none"> • No understanding of key concepts or historical developments. • No valid explanations • Typically very brief and very descriptive answer <p style="text-align: center;">0-5</p>

Option B: Modern 1783-1994**From Pitt to Peel 1783-1846****1 How successfully did Lord Liverpool's government deal with the radical challenge from 1812 to 1822?**

No set answer is looked for but candidates will need to address the question. There was a wide ranging radical challenge in this period and candidates will need to assess how successful the government was in handling it. Some answers may look at each of the challenges individually, whilst others will take a more thematic approach. At Level III candidates are likely to simply list the successes and failures of the government, whilst answers in the higher levels will make judgements about the degree of success. Candidates might assess the measures used by the government to deal with the challenge and this may range from the various acts of parliament, such as the Black Acts of 1819, the suspension of Habeas Corpus and the new Seditious Meetings Bill to the use of the yeomanry at Peterloo. Some may argue that the government was not very successful at dealing with the threat and point to the prolonged outbreak of Luddite violence and argue that it only declined because of an improvement in the economic conditions. Candidates might also discuss the handling of the economy as a means of controlling the radical challenge and it might be argued that the Corn Laws provoked rather than helped. The use of spies and agent provocateurs might also be considered, but again their success might be balanced against the small numbers involved in events such as the March of the Blanketeers. Some answers might consider the impact of events such as Peterloo and argue that the sympathy for the protestors suggests that the government was not successful, although others might argue that its dispersal shows the government was successful. The ease with which the Cato St. Conspiracy was dealt with, using spies, might lead some to conclude that ultimately the government was very successful, although others might argue that decline was inevitable once prosperity returned.

2 To what extent did the Great Reform Act achieve the aims of the reformers?

No set answer is looked for but candidates will need to address the question. Candidates will need to identify the aims of the act. It must be remembered that the government was largely aristocratic and that they did not want to achieve democracy. Some had been advocates of reform for many years, but they wished to preserve the basis of support for the constitution and to eliminate, or greatly reduce aspects of the electoral system that brought it into disrepute. They wished to conciliate the middle classes and wanted to achieve a better representation of the property and intelligence of the country. It might be argued that the results of the act in practice represented partial fulfilment. The redistribution of seats went some way to correct the imbalance between county and borough members, the important newer towns gained seats and many smaller boroughs lost MPs or returned only one. The number of voters added was limited. However, this might be balanced against corruption which did not completely disappear, although the number of very corrupt constituencies did. They did broaden support for the system, Chartism failed to attract the more strenuous reformers of 1831-2, the existing order was strengthened and the aristocracy continued to dominate.

3 How successful were Peel's Irish reforms from 1829 to 1846?

No set answer is looked for but candidates will need to address the question. Better answers are likely to start by identifying Peel's aims in Ireland and it is likely that many will suggest this was to preserve and strengthen the Union by winning the support of the more respectable groups, to avoid civil war, to maintain the status quo in Ireland and to preserve law and order. However, some answers might suggest that his aims were not always the same as his party and that any evaluation of success will need to be linked to particular

groups or individuals. It might be argued that Catholic Emancipation did achieve its goal of avoiding civil war, but some might suggest it did little for the unity of the Tory party and that it underpinned the rise of Catholic nationalism and was a significant blow to the Protestant Constitution. Candidates might consider his handling and prosecution of O'Connell; did he succeed in removing support from him? There might also be reference to his handling of the Reform Association in 1843, the Mass Meetings of 1842-3 and the absence of Church reform. His policies in the 1840s - the attempt at land reform (Devon Commission and Land Bill in 1845), concessions to the Catholic Church (Maynooth) and charitable and educational reform were all firmly opposed by his party. There might also be consideration of his policies towards the Famine.

Liberals and Conservatives 1846-1895**4 How far did Gladstone's first ministry of 1868-1874 fulfil the aims of Gladstonian liberalism?**

No set answer is looked for but candidates will need to address the question. Candidates will need to show an understanding of liberal criteria if they are to fully engage with the question. They should be aware of issues such as peace, retrenchment or economy, reform of abuses, laissez-faire and the minimalist state. It is likely that candidates will assess the reforms introduced against some of these criteria. It might be argued that equality of opportunity and merit was achieved with the Reform of the Civil Service, Army and Education. Special privileges were attacked and answers might make reference to the Army and Universities. It might be argued that efficiency was achieved through the reform of the Civil Service and through the Judicature Act. The attempts to achieve peace might be examined through his Irish measures and if this approach is taken answers might conclude that although they tried to fulfil his aims they ultimately failed. The achievement of a minimalist state might also be challenged through the Torrens Act. In foreign affairs candidates might argue that settlement was achieved in the Alabama Incident, but this might be balanced against the occupation of Egypt.

5 How far was popular pressure the most important reason for the passing of the Second Reform Act in 1867?

No set answer is looked for but candidates will need to address the question. In order to achieve the higher levels candidates will need to evaluate the importance of popular pressure as a factor pushing reform forward in 1866/7. In considering popular pressure candidates might make reference to the role of middle and working class radicals, the importance of the Hyde Park Riots and the Reform League and Union. There might also be some consideration of whether there was a fear of unrest given the social and economic climate. This might be balanced against Disraeli's belief in the working class and the idea of Tory Democracy. These issues should be balanced against other factors such as the political and personal opportunism of figures such as Disraeli, Derby, Russell and Gladstone. Disraeli feared another Whig-Liberal reform act ensuring their continued electoral dominance and was determined to demonstrate Conservative ability to pass and control major reform. In particular they were concerned to preserve the core rural county votes. Personally, it might be argued that Disraeli was anxious to secure the succession to Derby. Candidates might use examples from the progress of the Bill as examples of opportunism, pointing to the hurried nature of the bill, the flexibility on the Borough franchise to woo Radicals, the Hodgkinson Amendment and the County Qualifications. The Conservative party also had political reasons for passing the Act - to form its first ministry since 1846, to widen the appeal of the party and change its image.

6 To what extent did Disraeli's second ministry of 1874-1880 improve the condition of the people?

No set answer is looked for but candidates will need to address the question. The government brought in a number of reforms that might be considered when assessing how far conditions were improved. There might be consideration of how far some of the following helped the working class: Public Health Act, Artisans Dwelling Act, Employers and Workmen's Act, Conspiracy and Protection of Property Act, Education Act, Shipping Act, Enclosure of Commons Act and Sale of Food and Drugs Act. Some might argue that some of the acts were still permissive and did not bring benefit, using the artisans dwelling and public health acts to support this view, but some might argue the Conservatives took a paternalistic approach and did want to improve conditions, even for the least respectable of the working classes. At times they were prepared to try and force improvements on the working class, shown by their attitude over Education Act. They were also prepared to

improve the conditions for the workers representatives, the Trade Unions, by allowing peaceful picketing. It might be relevant to argue that they were likely to want to improve conditions for electoral gain or because there was a belief in Tory democracy or developing the ideas of Young England.

Foreign and Imperial Policies 1856-1914**7 How far did the aims of British policy in the Balkans remain the same from 1856 to 1902?**

No set answer is looked for but candidates will need to address the question. Answers are likely to identify the aims of British foreign policy in the Balkans during the period, but at the higher levels candidates will need to focus on 'how far' these remained consistent. Areas that might be considered are the desire to protect Turkey and this might be linked to the desire to prevent Russian expansion into the Balkans (invaded 1854 and 1875) and Mediterranean. The Ottoman Empire was vital for British Mediterranean naval power, communication, trade and Middle Eastern influence. These issues might be linked to the question of the balance of power and the perceived threat to British imperial interests if Russia should have access to a warm water port in the region. In particular, some might argue that the area was the key to protecting the route to India, although some might argue that this diminished with the Suez Canal, although this is debatable.

8 'The growing German threat was the most important reason for Britain ending its policy of splendid isolation.' How far do you agree?

No set answer is looked for but candidates will need to address the question. Candidates might choose to agree with the statement and use the growing naval threat or economic growth or apparent German support for British enemies, such as the Boers as evidence to back up their claim. On the other hand some might argue that it was the resolution of colonial issues with France following Fashoda that led to the Entente and therefore an improvement. This might also be linked to the Anglo-Japanese treaty of 1902 and the impact that could have had on relations with France over Russia. This might lead some to argue that British attitudes changed because they wanted to avoid war. It is possible that some will argue that Britain's attitude did not change, the entente did not commit Britain to war and that the policy of splendid isolation was continued.

9 'Britain's entente with France was the most important reason for its decision to go to war in 1914'. How far do you agree?

No set answer is looked for but candidates will need to address the question. Candidates must address the importance of the Entente in Britain's decision to go to war, even if they conclude that it was not an important factor. Some may argue that it was the Entente that dragged Britain into war as it forced Britain to side with France in 1914 and that if they had not supported France their trustworthiness would have been lost. However, others will argue that the terms of the Entente did not force Britain to go to war, it was not a military alliance and French generals were concerned about the lack of support they might receive from Britain. Other issues that might be considered include: the invasion of Belgium and the 1839 Treaty; it was this that allowed many Liberal MPs to support the decision, there might be the consideration of whether Britain went to war because of the German threat, particularly naval or whether Britain was concerned about her own status or the balance of power in Europe or to detract from the domestic issues of the Suffragettes, Ireland and Industrial unrest.

Domestic Issues 1918-1951**10 'The loss of working class support was most important reason for the fall of Lloyd George's government in 1922'. How far do you agree?**

No set answer is looked for but candidates will need to address the question. There were many post war issues that Lloyd George needed to tackle if he was to maintain working class support. In particular candidates might consider the need to maintain war promises such as 'Homes fit for heroes'. This might be contrasted with his ability to head off industrial disputes, especially in coal, which might have kept working class support. There were also problems created by the onset of the Slump, which led to the Geddes Axe and the impact this had on social policies and therefore working class support. However, it is likely that many candidates will suggest there were other more important reasons for the downfall. Many answers might focus on the loss of support among Conservative MPs and the realisation that the party was strong enough to win without him. In considering this, candidates might make reference to the importance of the changing leadership of the party and the role of the Carlton Club meeting. Mistakes made by Lloyd George and therefore his electoral liability among many groups may explain the Conservative decision to abandon the coalition and issues such as Chanak, Ireland and Lloyd George's personal behaviour might also be considered.

11 How successful was Baldwin as leader of the Conservative party?

No set answer is looked for but candidates will need to address the question. Baldwin's leadership of the party was constantly challenged by cleverer men who could not understand his masterly inactivity, which reflected the mood of the country after Lloyd George. He was able to project and personify the Conservative image of morally serious, commonsensical, anti-intellectual, honest decency which attracted many middle class voters and some deferential workers. He associated with the BBC and became the first modern media politician. He did make blunders, squandering a reputation for social fairness by agreeing to the Trades Disputes and Trade Union Act in 1927 and he misjudged the electorate in 1929 with 'safety first'. However, against this it can be argued that he was tactically astute, protection provided a clear demarcation between the Conservatives and Coalition Liberals and prevented Chamberlain and Birkenhead from joining Lloyd George and therefore helped to heal party wounds. He was probably wise to 'lose' in 1929. Some might argue that in the longer term his homely image worked against the Party and made it appear unsuitable to deal with the dangers of the 1930s.

12 How far had Britain's economy recovered from the Depression by 1939?

No set answer is looked for but candidates will need to address the question. Some answers might place the recovery in context and suggest that the country had not suffered as much as other European nations and that confidence was not as low, therefore recovery was easier. Even at the lowest point of the cycle real income and consumption were relatively high and this gave a greater chance for recovery. There was a distinct shortage of housing and the 'new industries' also gave scope for recovery. Some may argue that recovery was expected as the country naturally recovered from the recession. However, the recovery was not complete as the growth of the new industries did not compensate for the decline in the staple industries. Structural problems could not be alleviated and this is reflected in the unemployment levels of 13.8% in 1938. This might be balanced against the increase in GDP, rising real incomes, consumer expenditure, which created a demand for the products of the consumer-orientated industries. There was a growth in consumer stores. Some might argue that the extent of the recovery depended upon the region with the south and east faring much better than the north and west where the staple industries were located.

Foreign and Imperial Policies 1945-1990**13 How far did British power decline from 1945 to 1990?**

No set answer is looked for but candidates will need to address the question. There are a wide range of issues that candidates might consider and it is not expected that all will be considered. However, at the higher levels it should be expected that answers will range across the whole period. Candidates might argue that power did not decline and point to Britain's continued presence on the UN Security Council, an independent nuclear deterrent, ability to assert herself militarily in the Falklands and the Gulf. Some may also argue that Britain played an important role in ending the Cold War and the improvement in relations with the USSR. However, this can be balanced against the loss of Empire and the Suez Crisis which suggested a loss of power. It might also be argued that the UK became more reliant on the US or that Britain had to join the EEC because of a decline in power. Some might argue that Britain became a US poodle and point to Grenada or the use of British bases for attacking Libya, earlier in the period Britain had to rely on US money, combine zones in Germany and was unable to deal with Greece without US support.

14 Assess the reasons why Britain's nuclear policy caused controversy from 1945 to 1990.

No set answer is looked for but candidates will need to address the question. Candidates will need to be aware of the nuclear policy pursued by Britain in this period. Candidates might consider how far governments were able to establish an independent nuclear deterrent and concerns that she was too closely linked to the US and they might point to the positioning of cruise missiles etc in Britain. The escalating cost of the policy might be considered, particularly as defence policy might be seen to have taken funds from other areas. Candidates might mention that by 1954-5 the cost of rearmament was approaching the levels of the Second World War and as the period progressed there were concerns about bankruptcy. There might be some consideration of the position of the Labour party in the 1980s and the concept of unilateral disarmament. There might also be consideration of the difficulties Britain had in keeping up in the arms race and as a consequence concerns about links with the US. Some might argue that groups wanted to see Britain follow a policy of détente. The development of nuclear weapons might also be linked to discussions about the future role of conventional weapons. There might be discussion of the question of control over the deployment and use of weapons and how much influence Britain would have over the US and this might also be linked to British reliance on US delivery vehicles. There was concern over Polaris, although Kennedy did acknowledge Britain's right to use it independently when 'supreme national interests' were concerned. Discussion of Labour's desire to cut defence spending might be considered and there might also be some consideration of pressure groups such as CND. In particular candidates might consider the 1980s and Labour policy that put the nuclear issue at the centre of their campaign and demanded a non-nuclear Britain. There might also be mention of attitudes towards SDI.

15 How far did the USA influence British foreign policy under Thatcher?

No set answer is looked for but candidates will need to address the question. There is much debate about how far British foreign policy was dominated by US interests. Although her first three foreign secretaries have criticised her pro-American policy some have argued that, although unpopular it did the UK no harm. Thatcher believed that it was in Britain's commercial, strategic and security interests and that through this the communist threat could be resisted. However, it can also be argued that she was not prepared to sacrifice what she considered essential UK interests. There was close co-operation over military and intelligence matters and she was able to acquire Trident on generous terms. It might be argued that the Foreign Office thought Thatcher was an American poodle and that this resulted in her being too anti EU and too pro US. It might also be noted that she

was a strong British nationalist and this was seen in the Falklands crisis. However she did support the US attempts to arm the Afghans fighting the Soviets. She was anti-communist and her desire to bring down the Communist states was not influenced by the US, but it was in their interests to work together. However, it should also be noted that her hardline attitude changed once Gorbachev was in power and she entered into dialogue with him. It might be argued that she was a useful bridge between Reagan and Gorbachev. She was keen to open up new relationships with the new states of Eastern Europe and have the EU expand to include them as this was in the UK's interest as they would be a counterweight to France and Germany. In considering her relations with the EU it can be argued that it was British interests that dominated Thatcher's policy.

Post-War Britain 1951-1994**16 How successful was Macmillan as leader of the Conservative party?**

No set answer is looked for but candidates will need to address the question. Candidates might argue that he was successful and point to his 'supermac image' and to his electoral success. He was able to reunite the party after the disasters of Suez and was also able to win electoral popularity and defeat the new Labour leader, Gaitskell, who was popular with the middle classes. The electoral victory in 1959 was the first time a party had won a third consecutive election. However, this might be balanced by consideration of his final years which saw by-elections defeats and scandals. Some candidates might point to his skill in handling the media; he mastered television and understood the importance of addressing his own image in the age of visual media. His personal approval ratings rose dramatically in the first part of the period. He was able to modernise the party election campaigns which paid more attention to opinion polling and modern methods of public relations. He was able to convince the country that they had never had it so good.

17 'The Labour governments from 1964 to 1970 and from 1974 to 1979 failed to solve the economic problems they faced'. How far do you agree?

No set answer is looked for but candidates will need to address the question. The period is often seen as one of economic decline that governments failed to reverse. In order to answer the question candidates might identify the economic problems faced and then consider how successful the policies were in addressing the difficulties. The governments faced the problem of shrinking manufacturing industries and a growing financial and service sector. The transition was not smooth and it caused difficult industrial relations. Candidates might consider Labour governments attempts to bring in statutory rules into industrial relations and how successful they were in removing industrial conflict; issues such as the 1966 National Union of Seamen strike might be mentioned. Labour did face problems in dealing with this issue as they did not want to antagonise its chief supporters and this prevented Wilson from persevering with its attempts to outlaw unofficial strikes as laid out in the White Paper of 1969. Candidates might also consider the failure of governments to address the problem of economic growth rates. The difficulties created by the oil price rise of 1973 might be considered as it resulted in a balance of payments deficit, inflation, a decrease in the value of sterling, rising interest rates and unemployment. Some might consider the reliance on loans from the IMF and devaluation of the pound as a sign of failure. It might be argued that if devaluation had been introduced earlier then difficulties could have been reduced. The government also failed to persuade the unions to co-operate consistently with it, despite the repeal of the Conservative Industrial Relations Act. Candidates might also refer to the Winter of Discontent as evidence of failure. However, the failures might be put into context and candidates might suggest that the scale of the problems and their international dimension meant that some issues were outside government control.

18 'Thatcher's economic policies failed to achieve significant economic change.' How far do you agree?

No set answer is looked for but candidates will need to address the question. There is much debate as to how far her policies brought about an economic revolution as there were significant changes in the economy and its management. Candidates might consider some of the following issues: the role of the government in managing the economy as market forces, rather than the government directed it, there was a new economic philosophy of monetarism, inflation was radically lowered, an enterprise culture was introduced, high personal taxation, public spending and borrowing by the government were ended, the role of Trade Unions in the economic life of the country was reduced and huge sections of industry which were owned by the state such as Telecommunications and Electricity were privatised. Answers may discuss how far any of these issues deserve to be considered a revolution as all of the areas have alternative interpretations.

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