

**GCE**

**History A**

Unit **F966/02**: Historical Themes Option B: Modern 1789–1997

Advanced 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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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>F</b>	Factor or Theme
<b>DET</b>	Description/Narrative
<b>C</b>	Continuity/Change
<b>X</b>	Error/wrong
<b>S</b>	Synthesis
<b>AN</b>	Analysis
<b>EXP</b>	Explains
<b>SC</b>	Simple comment, basic
<b>A</b>	Assertion
<b>J</b>	Judgement
<b>IRRL</b>	Irrelevant or not answering the Question
<b>EVAL</b>	Evaluation

### Subject-specific Marking Instructions

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) Candidates will demonstrate synoptic skills by drawing together appropriate techniques, knowledge and understanding to evaluate developments over the whole of the period

AOs	AO1a	AO1b
Total mark for each question = 60	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: <ul style="list-style-type: none"> <li>- key concepts such as causation, consequence, continuity, change and significance within an historical context;</li> <li>- the relationships between key features and characteristics of the periods studied</li> </ul>
<b>Level IA</b>	<ul style="list-style-type: none"> <li>• Uses a wide range of accurate 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>18-20</b></p>	<ul style="list-style-type: none"> <li>• Excellent understanding of key concepts (eg continuity and change) relevant to analysis in their historical context</li> <li>• Excellent synthesis and synoptic assessment</li> <li>• Answer is consistently and relevantly analytical with developed explanations and supported judgements</li> <li>• May make unexpected but substantiated connections over the whole period</li> </ul> <p style="text-align: center;"><b>36-40</b></p>
<b>Level IB</b>	<p><b>Level IB</b></p> <ul style="list-style-type: none"> <li>• Uses accurate and relevant evidence</li> <li>• Accurate use of a range of appropriate historical terminology</li> <li>• Answer is clearly structured and mostly coherent; communicates accurately and legibly</li> </ul> <p style="text-align: center;"><b>16-17</b></p>	<ul style="list-style-type: none"> <li>• Very good level of understanding of key concepts (eg continuity and change) in their historical context.</li> <li>• Answer is consistently focused on the question set</li> <li>• Very good level of explanation/analysis, and provides supported judgements.</li> <li>• Very good synthesis and synoptic assessment of the whole period</li> </ul> <p style="text-align: center;"><b>32-35</b></p>

AOs	AO1a	AO1b
<b>Level II</b>	<ul style="list-style-type: none"> <li>• Uses mostly accurate and relevant evidence</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>14-15</b></p>	<ul style="list-style-type: none"> <li>• Good level of understanding of key concepts (eg continuity and change) in their historical context</li> <li>• Good explanation/analysis but overall judgements may be uneven</li> <li>• Answer is focused on the issues in the question set</li> <li>• Good synthesis and assessment of developments over most of the period</li> </ul> <p style="text-align: center;"><b>28-31</b></p>
<b>Level III</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence 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 structured and coherent; writing is legible and communication is generally clear</li> </ul> <p style="text-align: center;"><b>12-13</b></p>	<ul style="list-style-type: none"> <li>• Shows a sound understanding of key concepts, especially continuity and change, in their historical context</li> <li>• Most of the answer is focused on the question set</li> <li>• Answers may be a mixture of analysis and explanation but also description and narrative, but there may also be some uneven overall judgements; <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 assesses relevant factors but provides only a limited synthesis of developments over most of the period</li> </ul> <p style="text-align: center;"><b>24-27</b></p>
<b>Level IV</b>	<ul style="list-style-type: none"> <li>• There is deployment of relevant knowledge but level/accuracy will vary.</li> <li>• Some unclear and/or underdeveloped and/or disorganised sections</li> <li>• Mostly satisfactory level of communication</li> </ul> <p style="text-align: center;"><b>10-11</b></p>	<ul style="list-style-type: none"> <li>• Satisfactory understanding of key concepts (eg continuity and change) in their historical context</li> <li>• Satisfactory focus on the question set</li> <li>• Answer may be largely descriptive/narratives of events, and links between this and analytical comments will typically be weak or unexplained</li> <li>• Makes limited synoptic judgements about developments over only part of the period</li> </ul> <p style="text-align: center;"><b>20-23</b></p>

AOs	AO1a	AO1b
<b>Level V</b>	<ul style="list-style-type: none"> <li>• General and basic historical knowledge but also some irrelevant and inaccurate material</li> <li>• Often unclear and disorganised sections</li> <li>• Adequate level of communication but some weak prose passages</li> </ul> <p style="text-align: center;"><b>8-9</b></p>	<ul style="list-style-type: none"> <li>• General understanding of key concepts (eg continuity and change) in their historical context</li> <li>• Some understanding of the question but answers may focus on the topic and not address the question set <b>OR</b> provides an answer based on generalisation</li> <li>• Attempts an explanation but often general coupled with assertion, description/narrative</li> <li>• Very little synthesis or analysis and only part(s) of the period will be covered</li> </ul> <p style="text-align: center;"><b>16-19</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>• Answers may have little organisation or structure</li> <li>• Weak use of English and poor organisation</li> </ul> <p style="text-align: center;"><b>4-7</b></p>	<ul style="list-style-type: none"> <li>• Very little understanding of key concepts (eg continuity and change) in their historical context</li> <li>• Limited perhaps brief explanation</li> <li>• Mainly assertion, description/narrative</li> <li>• Some understanding of the topic but not the question's requirements</li> </ul> <p style="text-align: center;"><b>8-15</b></p>
<b>Level VII</b>	<ul style="list-style-type: none"> <li>• Little relevant or accurate knowledge</li> <li>• Very fragmentary and disorganised response</li> <li>• 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>• Weak understanding of key concepts (eg continuity and change) in their historical context</li> <li>• No explanation</li> <li>• Assertion, description/narrative predominate</li> <li>• Weak understanding of the topic or of the question's requirements</li> </ul> <p style="text-align: center;"><b>0-7</b></p>

## MARK SCHEME:

Question	Answer	Mark	Guidance
1	<p>Assess the view that Germany was no more united from 1871 to 1919 than it was from 1789 to 1870.</p> <p>Candidates should argue both for and against this proposition. Candidates who clearly define different types of division / unity, for example politically, territorially, religiously, socially and economically are most likely to be successful. Candidates may choose to discuss social divisions, class politics, regional and religious differences. Candidates may structure the essay around these different types of aspects. Such an approach is likely to enable them to make regular synoptic comparisons between the earlier and later periods throughout the essay.</p> <p>When considering the period from 1789 to 1870, candidates may argue that Germany achieved a form of unity under the domination of Napoleon and through the creation of the Confederation of the Rhine. Germany was then certainly very divided from 1815 as a consequence of decisions taken at the Congress of Vienna, though it could also be argued that the German Confederation from 1815 loosely bound most Germans into a Confederation with a Diet. Candidates may also argue that the Zollverein began to unite Germany economically in this period. Candidates may argue that the revolutions of 1848-49 make manifestly clear just how divided Germany was at that point in history. However, candidates may argue that from 1866 the vast majority of German states were already united behind the leadership of Prussia.</p> <p>Candidates who wish to disagree with the assertion in the question are likely to contrast this with the emergence of the German Empire. They may well argue that the German Empire from 1871 physically united the majority of Germans. However, candidates may argue that the Prussian Empire in 1871 represented Kleindeutschland and was an enlarged Prussia. They may argue that it was a Prussian Empire rather than a German Empire; it certainly did not unite all the German people even geographically. The exclusion of Austria from the process of German unification may be dealt with, though candidates may refer to Bismarck's creation of the Dual Alliance as significant.</p> <p>Divisions within Germany after 1871 might be illustrated through the Kulturkampf and the rise of socialism, or the domination of the Reich by the elites. However, candidates may also argue that territorial boundaries rarely exactly match where the people of that nationality live and that divisions within a nation based on class or culture do not necessarily define the unity or otherwise of that nation. All modern nations have exhibited such divisions.</p> <p>Candidates may argue that the development of more radical nationalism in the late Nineteenth and early Twentieth Century demonstrates an emergence of greater national unity in Germany during this</p>	60	Examiners must be open to alternative approaches. If in doubt they should consult their Team leader.

Question	Answer	Mark	Guidance
	<p>period. Candidates may argue that the First World War united Germany at first but that divisions soon arose and were entrenched by 1918. Similarly, whilst Versailles divided the nation geographically it united Germany in condemnation and bitterness of the 'diktat'.</p>		
2	<p>'1815 was the most important turning-point in the course of German nationalism.' How far do you agree with this view of the period from 1789 to 1919?</p> <p>Candidates may argue either for or against 1815 as the most important turning point in the course of German nationalism in this period, but must do so comparatively in the context of other turning points. Candidates who approach the question synoptically by analysing and comparing each potential turning point's impact on German nationalism in terms of issues such as political, social and economic developments are likely to be highly successful. Those who make comparisons with both the named turning point and other possible turning points in each paragraph, so that synthesis is clearly present, are likely to be very successful. Other candidates are likely to select major events and analyse each separately. Any answers that are limited to the importance of the appointment of the Revolutions of 1848 – 1849, however full and accurate, are likely to be imbalanced.</p> <p>In choosing alternative turning points candidates are likely to choose from the following:</p> <ul style="list-style-type: none"> <li>1806 The Confederation of the Rhine</li> <li>1809 Metternich became Minister of State in Austria</li> <li>1813 Napoleon's defeat at the battle of Leipzig (the Battle of the Nations)</li> <li>1834 The Zollverein</li> <li>1848 The 1848 Revolutions</li> <li>1862 Bismarck's appointment as Minister-President of Prussia</li> <li>1866 The defeat of Austria</li> <li>1870/71 The Franco – Prussian War and formation of the Second Reich (Germany)</li> <li>1888 Accession of William II</li> <li>1890 Sacking of Bismarck</li> <li>1914 Start of the First World War</li> <li>1918 Defeat in the First World War</li> </ul> <p>Clearly answers of the very highest quality can be written without considering all of these potential turning points, but the most able candidates will demonstrate a breadth of vision and a good understanding of the moments that shaped the destiny of German nationalism.</p> <p>Candidates who argue in favour of 1815 are likely to focus on the impact on Germany of the final defeat of Napoleon and the consequences of the Congress of Vienna. Others may argue that 1866</p>	60	Examiners must be open to alternative approaches. If in doubt they should consult their Team leader.



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	<p>represented the victory of Prussia against Austria for control over the future of Germany and therefore provides the most important turning-point in the course of German nationalism. Others may argue that the defeat of France 1870-71 was the pivotal moment. Others might argue that without Bismarck's appointment as Minister- President Prussia would have lacked the leadership needed to enable either of these crucial victories to be won. Others too might argue that industrial power was of critical importance and place great significance on the consequences of the establishment of the Zollverein.</p>		
3	<p>'Continuity rather than change characterised the nature of German nationalism throughout the period from 1789 to 1919.' How far do you agree with this view?</p> <p>Candidates should focus on the extent to which the nature of German nationalism remained the same throughout the period from 1789 to 1919. Candidates should focus on the dominant ideas and aims of German nationalism, from the aims of the growing emergent nationalist movement from 1789 to the aims of more radical nationalists in the late nineteenth and early twentieth centuries.</p> <p>Candidates may argue that the core aim of German nationalists, the creation and development of a united German nation, remained the same throughout this period. Candidates may argue that the common fight of people from different German states against the French, especially in 1813, gave strong impulses to nationalism. A few intellectuals consequently demanded the unification of all German-speaking lands, although they represented a minority. Candidates are likely to show knowledge of developments in intellectual nationalism in the first half of the Nineteenth Century.</p> <p>However, different strands within the nationalists had differing aims that emerged in this period. Candidates might well demonstrate understanding of the debate about Grossdeutschland or Kleindeutschland in the period 1815 – 1871 and the reasons for the development of more radical nationalism in the remainder of the period. Candidates may argue that the aims of nationalists were changed by the impact of events.</p> <p>The impact of the failure of the 1848 Revolutions on German nationalism may well be explored usefully. Arguably this demonstrated that intellectual liberal nationalism was unlikely to lead the drive towards unification and led to others turning to the growing power of Prussia to provide the leadership and means. The change of heart from 1866 when liberals became national liberals may well be stressed by some candidates.</p> <p>Candidates might explain the importance of economic developments on the changing aims of German nationalism, for example the impact of the Zollverein after 1834 on the industrial development of Prussia. Candidates may argue that Prussia's economic and industrial strength gave the Prussians the military strength and power to profoundly change the nature of German nationalism replacing</p>	60	<p>Examiners must be open to alternative approaches. If in doubt they should consult their Team leader.</p>

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	<p>unification with prussification.</p> <p>The impact of the foundation of the Second Reich from 1871 clearly had a profound effect on the development of nationalism during the latter part of this period. Candidates are likely to discuss the reasons for the development of more radical nationalism in the remainder of the period and the reasons for the divergence between German liberals and other nationalists from 1870 in Imperial Germany.</p> <p>The impact of people on the aims of nationalism may also be explored. For example, Bismarck's opportunistic and skilful leadership clearly had a significant impact on the development of German nationalism as did the accession to the throne of Wilhelm II. Candidates may argue that the Great War left Germany broken and half-starved with the aims of German nationalists in tatters but that the impact of 'the Versailles diktat' would in turn give a huge boost to right-wing German nationalism.</p>		
4	<p>'Public opinion was consistently ignored.' How far do you agree with this view of war in the period from 1792 to 1945?</p> <p>It is expected that candidates will discuss the importance of public opinion in the conduct of war in the period under discussion. Different definitions of public opinion can be expected and examiners need to be aware that political pressure on elites can come in many forms.</p> <p>Synoptic themes might be developments in state structures – for example, the development of more democratic forms of government – and/or more effective forms of media that informed public opinion as the period developed. With regard to the latter, deliberate propaganda by the states of the period might also be addressed. Candidates may also address public opinion in more extreme forms, for example, revolutionary activity.</p> <p>Obviously, candidates might argue that war was waged with no regard to public opinion in the period. Responses may also argue that the impact of public opinion on the outcome of wars differed across the period.</p> <p>With regard to specific content, arguments that public opinion was not ignored might include the early part of the Revolutionary Wars where the French Republic was fighting perhaps an ideological war for its existence. Candidates might point to the concept of the 'nation in arms' or the execution of generals for political reasons. It might be argued that the <i>Ancien Regime</i> powers fought for the same reasons, i.e. to protect their own political establishment from potential opposition from below. Napoleon might be used both ways, for example, with the importance of public opinion fluctuating with changes in the</p>	60	Examiners must be open to alternative approaches. If in doubt they should consult their Team leader.

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	<p>military situation at given points in time. The Crimean War is a good example where public opinion had considerable impact in France and Britain. Popular reaction to the war within Russia might also be discussed. With regard to the Wars of Unification, an example of the impact of public opinion might be the entry of France into the Italian War of 1859. Candidates might discuss Bismarck's manipulation of public opinion in the run up to the Franco-Prussian War. The impact of rising nationalism on all of the wars of this period provides many obvious examples for candidates to use in support of analysis. Candidates might link the outcome of the Russo-Japanese War to the 1905 Revolution. Colonial conflicts in the latter part of the period, for example, the Boer War, are candidates for discussion. Both World Wars have a lot of potential with regard to the question with discussions of propaganda, different forms of media and censorship. Responses may also address the differing impact of public opinion in the various combatant states in each of the World Wars.</p>		
5	<p>To what extent was the Austro-Prussian War of 1866 the most important turning point in the impact of weapons technology on war in the period from 1792 to 1945?</p> <p>As a 'turning point' question the synoptic element of the mark scheme should be engaged with comparative analysis under a series of themes. Weaker responses will tend to list turning points. Better responses will reach sound judgements. There is no reason why a given turning point cannot be selected as the main point of development with regard one aspect of weapons technology, but not with regard another. Indeed, such an approach might be the mark of a better response.</p> <p>The Austro-Prussian War is an obvious potential turning point in the impact of weapons technology on warfare because of the introduction of breech loading weapons. The Prussian army and some of its allies used these weapons – normally the Dreyse needle gun – whereas the Austrians retained muzzle loading muskets which used Minie technology. Arguably this gave the Prussians a substantive edge in the conflict. Other aspects of technology reversed the situation. For example, the Austrians used superior artillery technology which, to an extent, equalised the situation, for example at the final battle of Koniggratz. Other potential turning points might be the introduction of small arms with percussion caps, rifling and Minie ammunition in the post-Napoleonic period. This technology certainly gave the Allies advantages in the Crimean War and produced change on the battlefield in the American Civil War. Examiners might expect candidates to argue that weapons technology did not change in the Revolutionary and Napoleonic Wars, but rifled small arms were used and artillery had become lighter and easier to move by the time of these conflicts. The Franco-Prussian War saw both sides using breech-loading small arms and there is a case that the French Chassepot rifle was the first truly modern small arm, in this conflict Prussia used breech-loading rifled artillery for the first time in</p>	60	Examiners must be open to alternative approaches. If in doubt they should consult their Team leader.

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	<p>substantial numbers. From the Russo-Japanese war onwards the infantryman's individual weapon became the rifle using jacketed ammunition. Now weapons technology developed with increasingly mobile automatic weapons, quick firing artillery and mechanisation in warfare. The tank emerged in the First World War and developed into a potential war winner by the Second World War. As the period went on artillery was increasingly used in the indirect fire role – this is first encountered as a standard technique in the Russo-Japanese War. Tactical aircraft were a feature of the First World War but hardly created a turning point in their impact upon war, by the Second World War superior tactical aviation and control of the sky above the battlefield was a pre-requisite for success in warfare. Any of the wars of this later period are potential turning points.</p>		
6	<p>'All wars were 'total wars'.' How far do you agree with this view of the period from 1792 to 1945?</p> <p>Candidates will have to be able to define what the concept total war means – suggestions follow. The question may be agreed with or rejected – no set conclusions are to be expected. Candidates need to address the theme over the full period.</p> <p>Potential definitions of total war might be, the economic and political commitment needed by the victorious powers, the scale of the military forces involved, the scale of the carnage, and the involvement of large percentages of the populations of the combatant states. The geographic spread of warfare might also be addressed. In this regard candidates need to be aware of the continental and increasingly global nature of warfare in the Revolutionary and Napoleonic Wars and the First and Second World wars. These potential themes are by no means exhaustive and examiners need to be aware of novel approaches to the term total war, indeed, such a response might be the mark of a better script.</p> <p>In order to meet the synoptic requirements of the mark scheme better scripts should approach the question in a thematic manner. Weaker responses will list wars and decide whether they were 'total' often in a chronological sequence.</p> <p>An obvious line of debate that might be encountered would be for a candidate to argue that the Revolutionary and Napoleonic and both the World Wars fit neatly into the definition of total war, whereas the other conflicts of the period under discussion do not. Examiners might also expect the American Civil War to be used as an example of total war. The four – or five - wars cited above all saw mass conscription, conflict over large areas of Europe or the globe, mass mobilisation of economies and a style of warfare which increasingly attacked entire societies. Of course, there might be a debate</p>	60	<p>Examiners must be open to alternative approaches. If in doubt they should consult their Team leader.</p>

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	<p>about the degree of such totality but such an approach would engage the question directly.</p> <p>Other nineteenth century conflicts and the Russo-Japanese War do not fit the definition 'total war' as easily. Candidates might argue that these wars were limited in their nature, geographically, economically and that they had very limited military objectives. The potential 'total wars' above all had the total defeat of the enemy as the objective of the conflict. Alternatively, candidate might argue that other wars fitted some of the definitions of total war but not others. For example, the two German wars of unification did require a substantial effort on the part of Prussia and her allies to achieve victory. The Russo-Japanese War also arguably stretched Japan to her limit. The Crimean War and the Italian War of 1859 are less convincing as total wars with their limited objectives and commitment of the combatant powers. Even so candidates might argue that Russia was involved in a total war in the Crimea.</p>		
7	<p>'Constitutional nationalism attracted more support than Revolutionary nationalism'. How far do you agree with this view of the period from 1798 to 1921?</p> <p>Candidates will need to assess and compare the support given to constitutional and revolutionary nationalism throughout the period. At the beginning of the period political support was very narrowly defined and Grattan's Patriots dominated the Ascendancy and the political classes. However candidates could point to the growing support for the United Irishmen amongst the professional and middle classes which translated into the largest revolutionary rising in the period, Wolfe Tone, although much of this was agrarian inspired. Until post 1916 Revolutionary nationalism attracted only minority support. This was in part because of its aims and methods which forced it underground, although amongst the US diaspora it gained considerable support, loyalty and money (the Fenians). The crucial test for support was votes. Not until Sinn Fein in 1905 did it pursue this route, transforming itself with the new electorate post 1918. The pre 1918 Irish electorate supported Constitutional nationalism. Butt and especially Parnell had created a political monopoly outside Ulster from the late 1870s that survived the disagreements created by Parnell in the late 1880s. In the first half of the century O Connell had used the Church and the Catholic Association to mobilise large numbers in the 1820s and the 1840s, far more than Young Ireland managed in 1848. The Patriots, faced with O Connell, found it difficult to attract much support outside the narrow electorate of pre 1868, narrowed further by freeholder disfranchisement in 1829. Many joined Constitutional nationalism after 1872. Cultural nationalism was the preserve of a minority, although it widened to some of the middle and lower middle classes from the 1880s onwards. It was absorbed by Sinn Fein after 1905, itself one of its expressions. However candidates could point out that constitutional nationalism collapsed re support at the end of the period (between 1914 and 1918). Nonetheless, throughout most of the period many</p>	60	Examiners must be open to alternative approaches. If in doubt they should consult their Team leader.

Question	Answer	Mark	Guidance
	Irish seemed indifferent to nationalism, although O'Connell and Davitt in the Land War did manage mobilise numbers. Within East Ulster and Belfast, Unionism via the Orange lodges and sectarian employment policies, reinforced post 1886 with Covenants, militarisation and leadership, monopolised support which was neither Revolutionary or Constitutional in the traditional senses of the word.		
8	<p>How far did the methods of Protestants in Ulster change in the period from 1798 to 1921?</p> <p>Candidates are likely to start their answers by making a statement about the aims of Protestants in Ulster. There will probably be some discussion of the desire: to preserve the Union, to strengthen the economic dominance of Ulster and to maintain social segregation between Protestants and Catholics. It is reasonable for candidates to suggest that, to a greater or lesser extent, these aims remained the same throughout the period. However, by the end of the period the idea of defending the Union had been modified to one which focused on defending Ulster as part of the Union.</p> <p>Candidates may well argue that the methods used to achieve these aims also remained the same across the period. Protestants worked within the law (constitutionally) to defend the Union. By the middle of the nineteenth century the 'Ascendancy' in Ulster was using propaganda to attack church disestablishment (1869), land reform and proposed Home Rule. With respect to the latter, by the beginning of the twentieth century the aims of Protestants started to change with a new emphasis being placed on the enactment of Home Rule with 'special statuses' for Ulster. Another method used by Protestants to strengthen their position was for the bourgeoisie to continue to invest in Ulster industry (especially the 'old' staples). From 1871 to 1911 this was reinforced by the Protestant working class using pressure group activity (trade unions) and intimidation to return to a segregated workforce; Catholics were excluded from better paid and more skilled employment. For example, between 1864 and 1912 there were many instances of Catholics being driven from employment in the Belfast shipyards. To support the early momentum towards defending the Union an Evangelical Revival was enacted; political and religious/spiritual 'terrors' were intertwined by individuals such as Revd Hugh Hanna of Belfast to ensure a united Ulster Protestant opposition to the emerging Anglo-Irish polity. Also, by the time that the Home Rule question was really coming to a head, Ulster Protestants were adept at negotiating support from senior Conservatives on the mainland such as Lord Randolph Churchill and Joe Chamberlain. This helped the formation of the Irish Unionist Alliance (1891) and Ulster Unionist Council (1905) which campaigned for a special deal for Ulster. By this time Ulster was clearly willing to abandon the Southern Unionists to move towards Partition. The problem was then to decide on what form of Ulster (the number of counties) would eventually break away.</p> <p>However, there were times when the Protestants in Ulster veered towards using methods that were more 'direct' in nature and that were often violent. At the start of the period Northern Presbyterians and</p>	60	Examiners must be open to alternative approaches. If in doubt they should consult their Team leader.

Question	Answer	Mark	Guidance
	<p>radical Anglicans such as Tone united to open rebel against the authority of the elite. By the middle of the nineteenth century violence was frequently used by Protestant 'firebrands, such as William Johnson of Ballykilbeg to control the labour supply in Ulster. The Orange movement increasingly used rioting and drilling to campaign against Home Rule. The rising militancy of Orangeism was somewhat tempered by the establishment of the Independent Orange Order (1903). This body, led by Robert Crawford, aimed to find a 'middle way' towards devolution but by the start of the twentieth century there was a return to a firmer, defensive approach. A result was the formation of an Ulster Volunteer Force (1913) that supposedly attracted 90,000 members with the aim of using military style force to defend Ulster's 'nine counties'. Some candidates may argue that it was this method that was integral to the achievement of a Home Rule Bill/Act that paved the way for the establishment of a separate parliament in Ulster.</p> <p>Candidates may well make the concluding judgement that the methods used by Ulster Protestants to achieve their aims were fairly similar for most of the period although there was a change from the middle of the nineteenth century; the campaign against Home Rule became more united and evangelical. From this time there was far more emphasis on defending the rights and privileges of Ulster Protestants.</p>		
9	<p>'Agrarian issues were the most important factor in the development of Irish nationalism'. How far would you agree with this view in the period from 1798 to 1921?</p> <p>Candidates might argue that they were very important, citing a sense of colonial grievance that exploited Ireland economically and had been based on land expropriation, exacerbated by the Famine. Agrarian issues were a key element in mobilising support for nationalism, especially in the mid century with the 1830s Tithe War, the 1850s Tenants League and Davitt's Land War of 1879-1882. Both revolutionary and Constitutional nationalism exploited this. However Industrialisation in Ulster was to be a key factor in developing the Unionist identity and agrarian issues here were only important in that Ulster saw itself as more modern in the face of perceived agrarian backwardness in the rest of Ireland. However, whilst important in the 1790s and especially in the 1870s and 1880s it could be argued that agrarian issues played a very secondary role in nationalism throughout. The focus of nationalism was predominantly political, its aims being Home Rule or independence, its methods erring to the democratic and party political, with the exception of leaders like Davitt and Lalor. Most of the key leaders were political in approach, focusing on parliamentary tactics (O Connell, Parnell, and Redmond) or an armed uprising (Tone, Emmett, Davis, De Valera, Pearce and Collins). None had a very developed economic policy beyond land for the Irish. Only Parnell used agrarian Land issues and even he ditched it after Kilmainham. Those that did were exceptions – Lalor, Davitt Connolly (a</p>	60	Examiners must be open to alternative approaches. If in doubt they should consult their Team leader.

Question	Answer	Mark	Guidance
	<p>Socialist who was uninterested in agrarian issues). Politics was the basis of Irish nationalism and its other major strand was religious (especially the campaign for Roman Catholic Emancipation in the 1820s and the emergence of religiously inspired twin nationalisms after the 1880s). Cultural nationalism was also a new framework for Nationalism after the 1880s – language, history and identity. All these were arguably of more importance than agrarian issues (although the Famine was politicised, especially by the Diaspora after 1845). Agriculture failed to figure as an issue in the decisive 1914-21 period (one of relative prosperity given the demand for soldiers, food and ships).</p>		
10	<p>Assess the view that Russia's rulers were opposed to change during the period from 1855 to 1964.</p> <p>Candidates who clearly define different types of change, for example political, social and economic are most likely to be successful. Candidates may structure the essay around these different types of change. Such an approach is likely to enable them to make regular synoptic comparisons between different rulers throughout the essay. Others are likely to structure the essay around the various rulers of Russia, perhaps arguing that each ruler opposed the changes they did not want and favoured those that matched their aims or what they were trying to achieve; this approach is likely to be more successful if comparisons are made throughout the essay than if they are largely left to the conclusion.</p> <p>Candidates are likely to compare and contrast the tsarist and communist rulers in respect of their aims, policies and methods of government in order to assess their attitudes towards change. In terms of overall assessment they are likely to suggest that economic and social reforms were usually not opposed but political change, if granted at all, was often short-lived.</p> <p>Candidates may choose to assert that the Tsars were predominantly opposed to change whereas the communist dictators introduced sweeping changes. Lenin seized power in 1917 during the October Revolution and his Marxist-Leninist creed rid Russia of most of the trappings of the Romanov regime. Candidates could argue that Stalin was even more revolutionary, arguing that his economic &amp; social policies in the 1930s utterly transformed the USSR which post-1945 was emerging as a global super-power. Candidates are likely to argue that Khrushchev supported political change (de-Stalinisation) and economic change. The Provisional Government are also likely to be seen as favouring all types of change, most certainly political, though some candidates may argue that their caution in going ahead with land re-distribution puts a question mark against their enthusiasm for social and economic change.</p> <p>In agreeing with this assertion, candidates might well choose to argue that the Romanov Tsars were all basically opposed to change (with particular emphasis on Alexander III and Nicholas II) - determined to maintain the status quo, with their reliance on divine right and the Orthodox Church to</p>	60	<p>Examiners must be open to alternative approaches. If in doubt they should consult their Team leader.</p>



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	<p>define their right to rule. Others may suggest that Alexander II supported social change, as he began his reign with the promise of 'revolution from above' - and that his reforms of the 1860s, most especially the emancipation of the serfs, represented a real change. Candidates considering different types of change may argue that whilst Alexander III was resolutely opposed to political change he allowed Witte to introduce significant economic change for military reasons.</p> <p>Candidates may also assert that despite the revolutionary nature of their doctrine, Lenin and Stalin both exhibited reactionary tendencies, pursuing policies that have led many historians to refer to communist dictatorship as simply another version of autocratic authoritarianism.</p>		
11	<p>How far do you agree that the abdication of Nicholas II in February 1917 was the most important turning-point in the development of Russian government in the period from 1855 to 1964?</p> <p>Candidates may argue either for or against the abdication of Nicholas II in February 1917 as the most important turning point in the development of Russian government, but must do so comparatively in the context of other turning points. Candidates who discuss aspects of Russian government such as reform and repression, the fate of opposition, changes in ideology, the one party state and the absence of democracy across the period, and are aware of major changes as well as continuity within and between Tsarist and Communist regimes and adopt a comparative approach and demonstrate synthesis throughout the essay are likely to be most successful.</p> <p>When considering the importance of turning points, the ways in which they impacted on the development of Russian government must be analysed. Economic reforms such as emancipation of the peasantry, collectivisation and five-year plans only become relevant when they are linked to political, administrative and ideological methods and changes in government.</p> <p>Candidates who make comparisons with both the named turning point and other possible turning points in each paragraph, so that synthesis is clearly present, are likely to be very successful. Candidates are likely to select major events and analyse each separately.</p> <p>In choosing alternative turning points candidates are likely to select from the assassination of Alexander II in 1881, the 1905 Revolution, the October Revolution of 1917, Stalin's rise to power or Stalin's death in 1953 and replacement by Khrushchev by 1956.</p> <p>Candidates may argue that the abdication of Nicholas II in February 1917 was the most significant turning point as it ended the 304 year old Romanov dynasty. The establishment of a form of liberal democracy under the Provisional Government was clearly a major change in terms of the way Russia was governed. The impact on Russian government was profound, both centrally and locally because the authority of the nobility and the Othodox Church were also fatally undermined. Candidates are</p>	60	Examiners must be open to alternative approaches. If in doubt they should consult their Team leader.

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	<p>likely to suggest that the unintended consequence of the abdication was the creation of a power vacuum that Lenin's Bolsheviks were able to fill with consummate ease later that year.</p> <p>Many candidates will argue October 1917 and the triumph of Bolshevism was the most important turning point as it crushed all possibility that a liberal democracy might emerge in Russia and transformed Russia into the Soviet Union – the world's first communist one-party state. Candidates may consider Stalin's rise to power was the most significant turning point in the development of Russian government, perverting the true course of the Russian Revolution. Candidates may suggest that Stalin's victory in the power struggle led Russia down a very different road than that being paved by Lenin and imposed brutal totalitarianism on Russia. The impact of terror, the purges and the Show Trials on Russian Government is likely to be discussed. Candidates who disagree with this view may use a counter-argument based on more recent archival evidence to suggest that there was significant continuity between Lenin and Stalin. Candidates are likely to discuss the 1936 Constitution, though most are likely to consider it an exercise in propaganda. Candidates may argue Khrushchev's secret speech of 1956 and de-stalinisation marked a turning point in the development of Russian government though the continuation of communism and the one-party state way beyond 1964 negates that view. Candidates may argue the assassination of Alexander II in 1881 marked the end of any meaningful reform from above by the Romanov dynasty, setting the Romanovs on course for revolution. Candidates may see the 1905 Revolution and the October Manifesto as marking the end of Romanov autocracy.</p>		
12	<p>Assess the view that Russia's communist leaders did more than the Tsars to improve the lives of the peoples of Russia in the period from 1855 to 1964.</p> <p>Candidates who clearly define different types of people, for example peasants, landowners, the urban proletariat, religious groups, youths and various national minorities are most likely to be successful. Candidates may structure the essay around these different types of people. Such an approach is likely to enable them to make regular synoptic comparisons between different rulers throughout the essay. Others are likely to structure the essay around the Tsarist and Communist regimes perhaps arguing which rulers within these regimes did most (or least) to improve the lives of different types of people; this approach is likely to be more successful if comparisons are made throughout the essay than if they are largely left to the conclusion.</p> <p>Life under both regimes had similarities, with grim living and working conditions for peasants and the urban proletariat being the norm. Candidates may illustrate their answers with a detailed comparison of the lives of the peasants before and after 1917 as they were the largest social group for much of the period. In terms of the peasants, candidates are likely to draw comparisons between serfdom and</p>	60	Examiners must be open to alternative approaches. If in doubt they should consult their Team leader.

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	<p>collectivisation and the extent to which collectivisation was ‘the second serfdom’. Candidates may want to point out that conditions were not uniform for the peasants either before or after 1917, making distinctions between periods or rulers. For example, the Russian peoples gained through the ending of serfdom under Alexander II then lost through russification and the imposition of Land Captains under Alexander III. Similarly they lost then gained under Lenin, through War Communism and the NEP, prior to Stalin’s collectivisation. Arguably they gained under Khrushchev because of de-Stalinisation and the Virgin Lands Policy, though candidates are likely to see the latter as a failure – one of his ‘hare-brained’ schemes.</p> <p>Candidates may illustrate their answers with a detailed comparison of the living and working conditions of the proletariat in the same periods. Candidates may discuss why a Marxist Utopia did not emerge after 1917. In terms of the proletariat, candidates are likely to draw comparisons between living and working conditions during Witte’s ‘Great Spurt’ and under Stalin’s Five Year Plans and / or Lenin’s War Communism.</p> <p>Candidates may argue that under Stalin changes in education and health care made life better for those who did not become victims of the terror; they may argue that women had more rights under communism than under the Tsars though many will point out that Stalin’s re-imposition of more traditional values in the 1930s makes this debatable.</p> <p>Candidates may also assess the question from the perspective of the minority nationalities within the Russian Empire for whom degrees of repression and russification were features of life before and after 1917. In terms of the nationalities, candidates are likely to draw comparisons between the scale of russification under Alexander III and Stalin.</p> <p>Candidates are also likely to argue that the old elites under the Romanovs – the landowners and the Orthodox Church – were certainly worse off as a consequence of the communist seizure of power in 1917.</p>		

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13	<p>Assess the view that Martin Luther King was the most important African American civil rights leader in the period from 1865 to 1992.</p> <p>Most candidates are likely to endorse this judgement though the weakest may not progress beyond outlining King's career and achievements. They are also likely to have little, if anything, to say about any African American leader after 1968. Most candidates are likely to focus their attention on King's inspirational, non-violent campaigns and on his ability to win mass (including white) support, national media attention and international recognition. They will probably refer to the bus boycott in Montgomery, Alabama in 1956, his leadership of the SCLC, his campaign to desegregate Birmingham, Alabama in 1963 (which influenced Kennedy to introduce the Civil Rights Bill), his speech at the Lincoln Memorial in the Washington March in 1963 and his Selma march in 1965 to pressure Johnson into persuading Congress to pass the Voting Rights Act. Stronger candidates may be aware of King's failures: e.g. Albany (1961-2) and Chicago (1966), and may argue that his criticism of the Vietnam War alienated a key ally in LBJ. Candidates should consider the contributions made by some, or all, of the following: Booker T Washington, William Du Bois, Marcus Garvey, Malcolm X, Stokely Carmichael and Jesse Jackson, though they are not obliged to write about them all. Better candidates will be able to compare these leaders effectively to MLK, though weaker candidates will merely outline their achievements and perhaps offer a comparative analysis only in the final paragraph. The best candidates, whoever they regard as the most important African American leader, will argue comparatively throughout. They could suggest that Garvey, Malcolm X, Carmichael or Jackson, were as inspirational as speakers and, arguably, had greater support among African Americans. Candidates might maintain that Du Bois's establishment of the NAACP to challenge discrimination in the courts (particularly its success in the Brown case of 1954) was an essential pre-condition for overturning Jim Crow. They could argue that, whereas King led a highly-motivated African American protest movement with widespread support, media attention and sympathetic Supreme Court judgements at a time when the Cold War made legalised racism difficult to maintain, previous AA leaders were working in much less favourable conditions. For example, Washington's leadership coincided with the establishment of the Jim Crow regime in the South (reinforced by the 1896 Supreme Court decision in Plessy v Ferguson) and the dominance of Social Darwinist views about racial hierarchy which made a challenge to segregation exceptionally difficult. Some candidates might choose to compare King with Malcolm X or Carmichael and suggest that impoverished black Americans from inner city ghettos could identify with them much more than with King. Arguably, their radicalism, celebration of African American mores, rejection of integration and white authority, and justification of violence in self-defence against white racism inspired, not just the Black Power movement of the 1960s, but many African Americans since who feel that accommodation with the white establishment has done little to improve their standing in US society.</p>	60	Examiners must be open to alternative approaches. If in doubt they should consult their Team leader.

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14	<p>To what extent do you agree that the Dawes Act (1887) was the most important turning point in the development of Native American civil rights in the period from 1865 to 1992?</p> <p>A good case can be made for the Dawes Act as the most significant turning point in that it represented a major shift in US policy towards Native Americans: no longer were they enemies to be defeated and conquered, but people to be absorbed into dominant white mores. The Act aimed to make them into independent farmers with each family working 160 acres of land. It coincided with a drive to eliminate Native American culture and traditions spearheaded by the Carlisle Indian Industrial School in Pennsylvania which set out to educate Indian children into becoming English-speaking, Christian Americans. Arguably, no shift in government policy towards Native Americans was as dramatic as this. Alternatively, it can be suggested that this policy change merely softened federal policy which continued to be hostile to Native American autonomy. Many candidates will maintain that the Indian New Deal of the 1930s was the major turning-point, suggesting that it replaced forced assimilation with respect for Indian culture and customs which, arguably, has persisted to the present. Furthermore, the 1934 Indian Reorganization Act prevented the alienation of more tribal land and granted Indian communities a measure of governmental and judicial autonomy. The best candidates will be aware of the limitations of the Indian Reorganization Act and the degree of opposition to it (for different reasons) in Congress and among Native Americans. They might point out that Collier's policies were as paternalistic in their way as all other federal Indian policies, and that the majority of white Americans (and a significant number of Indians themselves) continued to believe that Indians should assimilate into mainstream US culture. As such, the Indian Reorganization Act could be seen as an aberration rather than a turning point. The granting of citizenship in 1924 was an important step in achieving civil rights because, without citizenship, Native Americans could not claim the rights guaranteed by the US constitution. However, the Act granted citizenship to all Indians who did not already have it (estimated to be about 125,000 of the 300,000 Indians then living in the USA). In practical terms, citizenship did not mean much because most states with large numbers of Indians disenfranchised them in the same ways as African Americans were denied the vote in the South – by imposing literacy tests and requiring them to be tax payers. Some candidates will want to argue for the Second World War because it dramatically changed the lives of many Native Americans and Federal attitudes to them. It effectively destroyed the Indian New Deal and made the termination policy almost inevitable. 25,000 Indians served in the armed forces and a further 40,000 worked in war-related industries, many of whom permanently relocated to the cities and sought to assimilate. A Native American pressure group was formed in 1944 – the National Congress of American Indians (NCAI) and in 1946 Congress set up the Indian Claims Commission to hear Native American claims for their lost lands. Those arguing for the start, or end, of termination as the most significant turning point will be able to compare it to the</p>	60	Examiners must be open to alternative approaches. If in doubt they should consult their Team leader.

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	<p>post-Dawes Act period of forced assimilation as another period in which Indians were encouraged to leave the reservations and adopt the mainstream white lifestyle and culture. Some candidates will opt for the Nixon presidency when Red Power activism drew attention to Native American issues and the president himself was sympathetic to their cause. This began a phase in which Congress passed a series of acts to improve conditions on Native American reservations and extend Indian rights and autonomy. The Supreme Court also handed down a series of landmark judgements about compensation for lost lands and Native American rights and about judicial authority on their reservations.</p>		
15	<p>Assess the view that US involvement in World War One did more to advance women's rights than any other factor in the period from 1865 to 1992.</p> <p>World War One gave women unprecedented employment opportunities and extensive participation in the war effort enhanced women's public profile. Women served in the Army Nurse Corps and the Red Cross, took over from enlisted men the management of farms and small business and in skilled jobs in war industries. They filled clerical jobs in the newly-expanded wartime government bureaucracy. Many African-American women who moved north with their menfolk during the Great Migration of 1915-20 also found work, though largely in low-paid, unskilled jobs. Women's activism in raising money and supplies for soldiers boosted the demand of the NAWSA for suffrage rights. In 1918 the House of Representatives voted in favour of women's suffrage. Although the Senate dissented, this was an important step towards the ratification of the 19<sup>th</sup> amendment in 1920. Candidates may decide that other issues and/or periods were more important. Many will regard the impact of the Second World War as far greater than the First because US involvement was longer and mobilised more women. Some candidates might argue that neither conflict should be considered the most important factor because women still had to juggle domestic responsibilities with paid employment; their employment gains were temporary and they and faced discrimination from employers and trade unions. They might compare the impact of World War One with the Progressive Era when campaigners such as Jane Addams, Florence Kelley and the National Consumers' League demanded improved regulation of working conditions and health and housing reform. They might also discuss Ida Wells's anti-lynching crusade and the role of the National Association of Colored Women (1896). They might assess the suffrage campaigns of the NWSA and the AWSA (both 1869, but merged as the NAWSA, 1890) as well as Alice Paul's more radical campaign and the role of the National Women's Party (1917). Some might refer to Margaret Sanger's lengthy campaign for family planning and birth control. They may want to link this to the impact on women's lives of the marketing of the contraceptive pill in the 1960s, a period which also saw the expansion of university education and welfare provision, two important legislative milestones (1963 Equal Pay Act, 1964 Civil Rights Act) and Betty Friedan's campaign to</p>	60	<p>Examiners must be open to alternative approaches. If in doubt they should consult their Team leader.</p>

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	<p>liberate women from domesticity. Some will wish to evaluate the impact of the 1973 <i>Roe versus Wade</i> judgement and the campaign for the Equal Rights Amendment. Some candidates may argue that, for middle-class women, changes in the economy (rather than any single issue or period) have been fundamental to the breakdown of the 'separate spheres' assumptions which circumscribed their aspirations at the start of the period. The periods in which the USA has experienced its most significant economic developments (late 19<sup>th</sup> and early 20<sup>th</sup> centuries, the 1920s, the Second World War and the post-war boom, the 1980s) have coincided with the most fundamental transformations of women's role and attitudes to their status. The periods of economic expansion and development have provided greater access to white collar employment, educational opportunities and consumer goods. They have also transformed attitudes to marriage, divorce, sex, child-rearing and fashion.</p>		
16	<p>'1945 was the key general election in the development of democracy in Britain.' How far do you agree with this view in the period from 1868 to 1997?</p> <p>Candidates will need to compare this election with others across the period in terms of relative democratic importance – 1868, 1886, 1906, 1910s, 1918, 1923, 1964, 1974, 1979, 1997. Much will depend on the significance of each in terms of the democratic process. Thus 1868, 1885, 1886 and 1918 were significant in representing large swathes of new voters, the latter reinforced by universal manhood suffrage and some female suffrage. 1910 and 1923 saw the arrival of firstly the Labour party, purporting to represent the working class interest, and its first taste of power in 1923. 1964 falls into the same category, representing a Wilsonian vision of a social democratic and technological future whilst 1974 can be seen in two ways – the democratic triumph of the miner and the working man or an abuse of democratic power by the Trades Unions. '1979' saw the advent of a home owning and share possessing Thatcherite democracy, arguably reinforced by Blair's election in 1997. The emphasis could be on what these elections led to or of a significant change of political direction (or not). The argument for 1945 is that this followed the great collective effort of the 2<sup>nd</sup> WW (and could usefully be compared to 1918 which saw a coalition dominated by Tories and an attempt to return to the 'normalcy' of 1914). It saw the first Labour majority and was fought over different views of Britain's future (traditional values v. a Beveridge type welfare state). The ensuing government, unlike 1918, created a welfare state and began decolonisation. It may be seen as the first expression of mass democracy after the collective sacrifice and experience of war. No set conclusion is to be expected.</p>	60	Examiners must be open to alternative approaches. If in doubt they should consult their Team leader.
17	<p>How far would you agree that the House of Commons saw a steady decline in power in the period from 1868 to 1997?</p>	60	Examiners must be open to

Question	Answer	Mark	Guidance
	<p>The argument that it did can be based on the decline of the independent MP over time. In 1868 MPs were still very independent in their voting and were only nominally pledged to party. The rise of party organisations chipped away at this in the 1870s and 1880s and their control of the electorate waned post secret ballot. Government business grew and the management of Commons' time with it (guillotine motions in the 1880s). The two World Wars accelerated this and promoted government power at the expense of Commons power. In the post 1945 period this has increased alongside government business and the management of MPs by their parties (the whips, selection and the need to gain promotion). This was particularly so in the 1980s and 1990s in the Thatcher and Blair periods when party management came to the forefront and manifestos could not be departed from by individual MPs. Government management of Commons timetables, select committees, the decline of the independent bill, Commons procedures, the need for funding and backing as the upper class independent gentry MP declined. However candidates could argue that this was far from 'steady', pointing to particular lurches (the Wars; the growth of media management post 1980) and to particular moments of more independence – some Speakers in the later period proved powerful (Betty Boothroyd), the Commons remained zealous of its power throughout, at least in theory, (lying to the Commons remains serious) and loss of a majority in the Commons led to government collapse. In some ways the Commons has become more important, especially after its supremacy was achieved vis a vis the Lords in 1911.</p>		<p>alternative approaches. If in doubt they should consult their Team leader.</p>
18	<p>To what extent did economic change promote the development of democracy in Britain in the period from 1868 to 1997?</p> <p>The argument for an important role for <b>economic change promoting democracy</b> is that parties have responded to it by moving in a democratic manner to recognise its social consequences – the creation of a working class by 1868 and then the broadening of a middle class in the late 19<sup>th</sup> and 20<sup>th</sup> centuries and the subsequent collapse of a distinct working class from the 1970s. The franchise caught up with the rise of the upper working class after 1867 and this reinforced the dominance of urban Liberalism at the beginning of the period. Later the dominance of the Conservatives occurred (they were keen to cooperate over single member constituencies to give due weight to the suburbs). A mature industrial society also accommodated female employment in primary and tertiary industry and their importance in the 1<sup>st</sup> World War was thus recognised in 1918 and 1928 through suffrage equality with men, although unemployment and slump in the Inter-War years delayed emancipation and gender and economic equality until much later in the 20<sup>th</sup> century. Trade Unions as an expression of economic change (Model Unionism in the 1860s and 1870s; New Unionism in the 1880s) also resulted in a Labour party post 1900 that threatened to put a different economic agenda before government and both conservative and Liberal agendas adapted to a more progressive one, the Liberals before 1914</p>	60	<p>Examiners must be open to alternative approaches. If in doubt they should consult their Team leader.</p>



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	<p>and the Conservatives intermittently in the 1920s and 1930s and after 1945. Wartime economic controls and the move to a command economy in the 1910s and 1940s pushed democratic issues (homes, health, education, full employment and insurance) firmly to the fore. Since 1945 economic change has had less effect on democracy given that a democratic arena had been achieved earlier, although candidates could point to the increasing role of middle class women in the economy. The main democratic argument occasioned by economic factors has been the position and power of the industrial unions in a de-industrialising society, fought out over Union legislation between 1969 and 1993. These Acts reflected the economic decline of manufacturing industry and the rise of service industries characterised by part-time, flexibility and low wages. As in the 1920s and 1930s unemployment was an issue for Governments who also became more interested in middle class and middle aged issues, ie those who voted. It has also had an impact on the regions, the argument being that the North and the Celtic Fringe, whose economic importance was acknowledged in the 2<sup>nd</sup> half of the 19<sup>th</sup> century, has lost out economically and politically to the South and East in the 2<sup>nd</sup> half of the 20<sup>th</sup>. However candidates <b>can equally argue that economic change has had little importance in the promotion of democracy</b> in comparison to party competition, the impact of pressure groups, war, education or the manoeuvrings of the political elite. It was rare that economic factors were cited as the reason for any specific democratic change. Similarly they could argue that economic change was more important in some periods (1868-1914) than others (1945-1997). Much depends on whether economic change is considered the determinant of all changes (in a Marxist sense) or simply a general backdrop to democratic development. Examiners must be open to alternative approaches.</p>		

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