

**MARK SCHEME for the May/June 2013 series**

**9769 HISTORY**

**9769/58**

Paper 5h (Special Subject: Gladstone and Disraeli, 1867–1886), maximum raw mark 60

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

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

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>58</b>

### **Special Subjects: Document Question**

*These banding definitions address Assessment Objectives 1, 2, 3 and 4, and should be used in conjunction with the indicative content mark schemes for each question.*

#### **Introduction**

This question is designed largely to test skills in the handling and evaluation of source material but it is axiomatic that answers should be informed by and firmly grounded in wider contextual knowledge.

Examiners should be aware that the topic on which this question has been based has been notified to candidates in advance who, therefore, have had the opportunity of studying, using and evaluating relevant documents.

The Band in which an answer is placed depends upon a range of criteria. As a result not all answers fall obviously into one particular Band. In such cases, a 'best-fit' approach should be adopted with any doubt erring on the side of generosity.

In marking an answer examiners should first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

#### **Question (a)**

##### **Band 1: 8–10**

The answer will make full use of both documents and will be sharply aware of both similarities and differences. Real comparisons of themes and issues will be made across the documents rather than by separate treatment. There should be clear insights into how the documents corroborate each other or differ and possibly as to why. The answer should, where appropriate, demonstrate a strong sense of critical evaluation.

##### **Band 2: 4–7**

The response will make good use of both documents and will pick up the main features of the thrust of the argument (depending upon whether similarity or difference is asked) with some attention to the alternative. Direct comparison of content, themes and issues is to be expected although, at the lower end of the Band, there may be a tendency to treat the documents separately with most or all of the comparison and analysis being left to the end. Again, towards the lower end, there may be some paraphrasing. Clear explanation of how the documents agree or differ is to be expected but insights into why are less likely. A sound critical sense is to be expected especially at the upper end of the Band.

##### **Band 3: 0–3**

Treatment of the documents will be partial, certainly incomplete and possibly fragmentary. Only the most obvious differences/similarities will be detected and there will be a considerable imbalance (differences may be picked up but not similarities and vice versa). Little is to be expected by way of explanation of how the documents show differences/similarities, and the work will be characterised by largely uncritical paraphrasing.

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>58</b>

## Question (b)

### Band 1: 16–20

The answer will treat the documents as a set and will make very effective use of each although, depending upon the exact form of the question, not necessarily in the same detail. It will be clear that the demands of the question have been fully understood and the material will be handled confidently with strong sense of argument and analysis. Good use of supporting contextual knowledge will be demonstrated. The material deployed will be strong in both range and depth. Critical evaluation of the documents is to be expected. The argument will be well structured. Historical concepts and vocabulary will be fully understood. Where appropriate an understanding and evaluation of differing historical interpretations is to be expected. English will be fluent, clear and virtually error-free.

### Band 2: 11–15

The answer will treat the documents as a set and make good use of them although, depending on the form of the question, not necessarily in equal detail. There may, however, be some omissions and gaps. A good understanding of the question will be demonstrated. There will be a good sense of argument and analysis within a secure and planned structure. Supporting use of contextual knowledge is to be expected and will be deployed in appropriate range and depth. Some clear signs of a critical sense will be on show although critical evaluation of the documents may not always be especially well developed and may well be absent at the lower end of the Band. Where appropriate an understanding and evaluation of differing historical interpretations may be expected. The answer will demonstrate a good understanding of historical concepts and vocabulary and will be expressed in clear, accurate English.

### Band 3: 6–10

There will be some regard to the documents as a set and a fair coverage, although there will be gaps and one or two documents may be unaccountably neglected, or especially at the lower end of the Band, ignored altogether. The demands of the question will be understood at least in good part and an argument will be attempted. This may well be undeveloped and/or insufficiently supported in places. Analysis will be at a modest level and narrative is likely to take over in places with a consequent lack of focus. Some of the work will not go beyond paraphrasing. Supporting contextual knowledge will be deployed but unevenly. Any critical sense will be limited; formal critical evaluation is rarely to be expected; use of historical concepts will be unsophisticated. Although use of English should be generally clear there may well be some errors.

### Band 4: 0–5

The answer will treat the documents as a set only to a limited extent. Coverage will be very uneven; there will be considerable omissions with whole sections left unconsidered. Some understanding of the question will be demonstrated but any argument will be undeveloped and poorly supported. Analysis will appear rarely, narrative will predominate and focus will be very blurred. In large part the answer will depend upon unadorned paraphrasing. Critical sense and evaluation, even at an elementary level, is unlikely whilst understanding of historical concepts will be at a low level. The answer may well be slight, fragmentary or even unfinished. English will lack real clarity and fluency and there will be errors.

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>58</b>

### Special Subject Essays

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

#### Introduction

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

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

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

#### Band 1: 25–30

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations. Use of English will be clear and fluent with excellent vocabulary and virtually error-free.

Such answers may be expected, where appropriate, to make use of relevant primary sources. Nevertheless, where the answer is strong in all or most of the other criteria for this Band, limited or no use of such sources should not preclude it from being placed in this Band.

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>58</b>

### **Band 2: 19–24**

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary. Use of English will be highly competent, clear, generally fluent and largely error-free.

Such answers may be expected, where appropriate, to make use of or refer to at least some relevant primary sources. Nevertheless, where the answer is strong in all or most of the criteria for this Band, very limited or no use of these sources should not preclude it from being placed in this Band.

### **Band 3: 13–18**

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected. Use of English will be competent, clear and largely free of serious errors.

Use of relevant primary sources is a possibility. Candidates should be credited for having used such sources rather than penalised for not having done so.

### **Band 4: 7–12**

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may well be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated. Some errors of English will be present but written style should be clear although lacking in real fluency.

Use of or reference to relevant primary sources is unlikely at this level but credit should be given where it does appear.

<b>Page 6</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>58</b>

### **Band 5: 0–6**

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; unsupported generalisations, vagueness and irrelevance are all likely to be on show. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated whilst investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources is not to be expected. The answer may well be fragmentary, slight and even unfinished. Significant errors of spelling, grammar, punctuation and syntax may well hamper a proper understanding of the script.

Use of or reference to relevant primary sources is highly unlikely at this level but credit should be given where it does appear.

<b>Page 7</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>58</b>

**Nominated topic: Ireland and its problems, 1867–86**

- 1 (a) How far are the arguments advanced in Document B in favour of ‘National Self-Government for Ireland’ (lines 9–10) corroborated by those in Document C? [10]**

The answer should make full use of both documents and should be sharply aware of similarities and differences. Real comparisons of themes and issues should be made across the documents, rather than by separate treatment. There should be clear insights into how the documents corroborated each other and/or differ, and possibly as to why. The answer should, where appropriate, demonstrate a strong sense of critical evaluation. Candidates should make use of the content of the headings and attributions, as well as the text of the documents. Good candidates should see that, although arguments in favour of national self-government are advanced in both sources, the extent of specific corroboration offered by Gladstone in Source C is limited. All candidates should be able to pick up the simple message that both sources argue for constitutional change. The main element of difference which good candidates are likely to note, however, is that Parnell (Source B) specifically asserts that ‘no man has the right to fix the boundary to the march of a nation’, which in context clearly means full self-government. Gladstone, on the other hand, strongly implies that the self-government which he here proposes to Parliament does not, and should not, extend beyond Irish affairs to Imperial ones. In other words, Gladstone proposes a form of devolution which leaves foreign and imperial policy to be determined at Westminster, whereas Parnell asserts that such circumscription is inappropriate. On the other hand, Gladstone acknowledges that recent hostility in Ireland to what is seen as ‘foreign’ involvement in legislation has produced ‘estrangement’ and hostility which the British parliament must address. This assertion corroborates Parnell’s call for national self-government and even, perhaps, to ‘full justice’ being done to Ireland. In explaining the extent of corroboration, it is legitimate for candidates to employ skills of source evaluation. Here the requirement will be to make effective inferences both from the content of the sources and from their provenance. Candidates should be aware of such issues as provenance, purpose and reliability. Here, it is significant that both sources are from public speeches. Candidates might note that, in addressing the Irish people, Parnell was likely to make observations which were most likely to confirm majority preference for self-government. He thus includes reference to the land question, to the revival of industry and to national self-government, the dimensions of which should be determined by the Irish people themselves. Gladstone, on the other hand, is speaking in Parliament and with knowledge that the Bill he was presenting is highly controversial, and not least with his own political party. Good candidates might argue that the greater caution found in the Gladstone speech reflects political realities in Britain. It might also be argued that Gladstone’s emphasis on recent violence in Ireland and on the limited effectiveness of ‘coercion’ in stemming it is a central plank in the case being made to a sceptical audience. In essence, Gladstone is arguing that resistance to constitutional change for Ireland is no longer an option. Thus, candidates may conclude that Gladstone does offer corroboration for Parnell’s overall position but stresses different elements and anyway hedges the case for constitutional change by stating that he proposes only limited self-government.

Page 8	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	58

- (b) How convincing is the evidence presented by this set of documents for the view that the ‘Irish Question’ in the 1870s and 1880s ‘was a land question, pure and simple’?

**In making your evaluation, you should refer to contextual knowledge as well as to all the documents in this set (A–E). [20]**

The answer should treat the documents as a set and should make effective use of each one, although not necessarily in the same detail. It should be clear that the demands of the question have been fully understood and the material should be handled confidently, showing a strong sense of argument and analysis. This question requires a judgement about the relative importance of the land question in the overall picture of perceived Irish grievances.

The question deliberately presents an extreme case – that it’s ‘all about land’ – and asks candidates to present a critical analysis of the statement. Each of the sources provides useful material. Parnell (Source B) gives the land question considerable prominence and takes care to mention the problems faced both by tenants and labourers. He also raises the problems faced by Irish industry and good candidates will see an opportunity here to cross-refer to the arguments raised by the anti-home rulers in Source D. They are concerned that a likely consequence of Home Rule will be restrictive protection for Irish manufactured goods. Some might also note that this view tended to be taken by the Protestant middle classes in the north of Ireland, many of whom had extensive business interests in Britain, and also further afield. Candidates can make use of Michael Davitt’s interview (Source A). This brief source refers to the importance of (Roman Catholic) religion and the need for self-determination, as well as to the land question. Candidates can cross-refer between Sources A and F, since the historian’s perspective also includes discussion of religious issues as well as those concerning land rights. Overall, candidates should see that the sources, as a package, offer a sense of nationhood, often linked with firm adherence to Roman Catholicism, as correctives to the idea that the Irish question was purely concerned with land ownership, tenant-rights and the well-being of the peasantry.

Candidates should have considerable contextual knowledge in this area and they are expected to draw upon it. Good candidates will look for opportunities to cross-refer, both across the Sources, and also with their own knowledge. They should be aware of the key developments in respect of land legislation (particularly Gladstone’s First and Second Land Acts – 1870 and 1881), the importance of the Land League (from 1879) and the initiatives taken by the Irish Republican Brotherhood, including their attacks on landlords. On Home Rule, the work of both the Home Rule League and the Home Rule Party (led by Isaac Butt from 1874-79 and by Parnell from 1880) should be known and their significance understood. Candidates should also know about the importance of violence in the development of nationalist consciousness – both from nationalists and also, via coercion, from the authorities. In this context, reference might be made to the Kilmainham Treaty and the Phoenix Park murders. Candidates may wish to argue that the ‘Irish question’ is not properly understood without an appreciation of the significance of the Catholic Church to the identity of most Irish folk and especially, perhaps, the peasantry. In this context, the influence of Paul Cullen, as Catholic Archbishop of Dublin, Cardinal, and as pillar of doctrinal orthodoxy and as a focal point for loyalty, might receive some emphasis. If so, the link with Davitt’s reference to Irish people’s ‘rights of religion’ (Source A) is clear enough.

Where appropriate, an understanding and evaluation of differing historical interpretations is to be expected. Candidates might know about what might be called the ‘liberal’ interpretation, which sees Home Rule as a missed opportunity to settle Ireland, once it was clear that resolving conflicts over land ownership and tenant rights would not be sufficient. Nationalist historiography generally stresses the importance of Irish identity and the need to fight, with whatever means were available, to secure independence. Candidates might also make use

<b>Page 9</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>58</b>

of interpretations which stress a British, rather than Irish perspective, to the Home Rule issue, seeing it as part of conflict for party supremacy. On this view, the importance of the so-called 'revolutionary tradition', which stresses the patriotic nationalist response to oppressive British rule, is appraised sceptically.

**2 'Nothing more than unprincipled opportunism.' How valid is this judgement on Disraeli's role in developing the Parliamentary Reform Act of 1867? [30]**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the context of the parliamentary reform in the 1860s. They should know that Disraeli had his chance because of the Liberal split over reform. A sharp focus on the demands of the question is required. Here the focus requires an understanding of Disraeli's motivation and many candidates will know about his desire to pass legislation for which his party had no majority in the Commons. They should also have knowledge of the tactics which Disraeli used, which involved accepting many amendments to the Conservatives' original proposals so long as these did not emanate from the Liberal leadership. They might also make use of knowledge about the Act's creation of three-member constituencies with electors able to vote for only two.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about Disraeli's role in steering a Conservative reform bill through the Commons. Candidates might wish to argue that Disraeli was being opportunist since he had evinced little previous enthusiasm for parliamentary reform and that he was 'unprincipled' because he adopted an 'ends justify the means' approach. Some might argue that Disraeli had no clear principled objective in terms of those he intended to enfranchise. Others might argue that the use of three-members, two votes in large urban constituencies was a cynical manoeuvre to get a Conservative member elected for a predominantly Liberal constituency. On the other hand, candidates might argue that the over-riding principle was to enhance the electoral prospects of the Conservatives and that, although he was not successful in 1868, the passing of a major bill by a minority government represented a coup which suggested that the Conservatives might engineer a route back into majority government. It is difficult to deny that Disraeli grasped opportunities with which Liberal disarray presented him. On the other hand, 'unprincipled' can be seen as too harsh a judgement. Attempts to deal with historiography and of differing historical interpretations may well enhance responses but are not required. Here, some candidates may be aware of recent debates about Disraeli's political and personal motivations, including the extent to which Jewish origins influenced him.

AO3 – [Not applicable to Special Subjects]

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

Page 10	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	58

**3 Assess the impact of Gladstone’s political ideas on the development of the Liberal party in the period 1867–80. [30]**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of Gladstone’s political ideas. A sharp focus on the demands of the question is required. Here the focus requires an understanding of the impact of ideas on policy. Candidates should know that Gladstone had become strongly associated with free-trade policies, although they do not need to use any specific knowledge of the period before 1867. They should also know about Gladstone’s belief in ‘government by the best’ and that he tended to favour aristocratic appointments to Cabinet as illustrative of his interpretation of what constituted ‘the best’. They should also know about Gladstone’s commitment to administrative efficiency, although they do not need to use any specific knowledge about how this commitment grew earlier in his career. They should be able to illustrate legislation designed to make things work better as, for example, in Cardwell’s army reforms of 1870, in the expansion of elementary education via the Forster Education Act or the establishment of Local Government Board (1871). Candidates should also know that Gladstone’s direct impact on the Liberal party declined for a time after he resigned the leadership in 1875. However, they may wish to argue that his influence on Liberal foreign policy was extensive because of his attack on Ottoman policy in the ‘Bulgarian Atrocities’.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about Gladstone’s impact on the Liberal party. Candidates might wish to argue that the ‘impact’ does indeed need ‘explaining’ since Gladstone’s origins were in the Conservative rather than the Liberal camp and he was not particularly close to any of his Liberal political colleagues anyway. Nevertheless, he had great authority, deriving firstly from his abilities and then from his experience as a senior minister under Palmerston and Russell. Candidates may also argue that his impact derived from his ability to formulate policies which, although deriving from his own objective to achieve administrative reform, also balanced the interests in his party. Perhaps, though, the impact was negative electorally since some specific policies (not least Licensing) antagonised the new electorate while the overall impression of ‘busy’ legislation laid Gladstone open to the Disraelian charge that the Liberals were enacting too much ‘intrusive’ legislation. Some might argue that his impact derived from an ability to discern big moral issues and present them in legislative form – the Irish legislation of the 1868–74 government might be seen as one such example. In opposition after 1874, Gladstone’s impact was largely exercised in the area of foreign policy, particularly in his articulation of a ‘moral’ cause in supporting Christian subjects of the Ottoman Empire against ‘atrocities’. Good candidates may well explain Gladstone’s impact in terms of his ability to articulate moral imperatives. These were put to electoral advantage during his Midlothian campaign in 1879–80. Attempts to deal with historiography and of differing historical interpretations may well enhance responses but are not required. Here, some candidates may be aware of recent debates about Gladstone’s motives and also, reflecting much contemporary debate, whether beneath a veneer of moral outrage, Gladstone was a wily, even hypocritical political operator.

AO3 – [Not applicable to Special Subjects]

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

<b>Page 11</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>58</b>

**4 How effective was British foreign and imperial policy in the years 1880–85? [30]**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the direction of British foreign policy. Irish affairs should not be included since Ireland remained part of the United Kingdom in this period. A sharp focus on the demands of the question is required. Here the focus requires an understanding of what motivated the Liberals in this period. The knowledge emphasis is likely to be on Africa. Candidates are likely to know about the invasion of Egypt (1882), about the Mahdist rebellion in the Sudan and its consequences to 1885, including the death of Gordon. Candidates may also know about the First Boer War and its resolution at the Pretoria Convention of 1881. They should also know about the Conference of Berlin and the Anglo-German agreement which formed part of it.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Here the focus is on reaching a judgement about the effectiveness of foreign policy during Gladstone's second ministry. Candidates might wish to argue that the direction of foreign policy did not show much consonance with Gladstone's famous Midlothian 'principles'. Some might argue that the policy was broadly effective in Africa, not least because the government committed considerable resources to its efforts in Egypt and had come to the view that Egypt needed to come under British control. Candidates could also argue that the outcome of the Berlin Conference was broadly in line with British foreign policy objectives in Africa, while also seeming to suggest that relations with Germany were on an upward trajectory. On the other side of the argument, candidates could argue that Gladstonian foreign policy in these years had less sense of direction and certainty of purpose than had Disraeli's. Those who see foreign policy as less effective or, indeed, ineffective are likely to concentrate on the Gordon affair and the severe humiliation which much of the press suggested was involved, and for which the Liberals were to blame. They might argue, as did many contemporaries, that Khartoum could, and should, have been relieved earlier. Other candidates might put more stress on individuals, arguing that Granville was a weak foreign secretary, easily outmanoeuvred by Bismarck while Gladstone's initiatives were often unrealistic in their intentions and muddled in their execution. There is little evidence, for example, that the Liberals were able to maintain any sort of 'union' between the European powers, which was Gladstone's stated aim. Also, Anglo-French relations were poor at this time, with conflict over policy in North Africa. Attempts to deal with historiography and of differing historical interpretations may well enhance responses but are not required. Here, some candidates may be aware of attempts to rehabilitate Gladstone's foreign policy and to emphasise that there was no great difference either in objective or achievement between Disraeli's foreign policy (however much it was 'talked up') and Gladstone's.

AO3 – [Not applicable to Special Subjects]

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