



HISTORY

9769/57

Paper 5g Special Subject: Gladstone and Disraeli, 1867–1886

May/June 2016

MARK SCHEME

Maximum Mark: 60

Published

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 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	57

Special Subject: Source-based Question

These banding definitions address Assessment Objectives (AOs) 1, 2, 3 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.

Introduction

- (a) This question is designed 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.
- (b) Examiners will 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.
- (c) 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 will be adopted with any doubt erring on the side of generosity.
- (d) In marking an answer examiners will 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 3: 8–10 marks

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 marks

The response will make good use of both documents and will pick up the main features of the focus 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.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	57

Band 1: 1–3 marks

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.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	57

Question (b)

Band 4: 16–20 marks

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.

Band 3: 11–15 marks

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 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.

Band 2: 6–10 marks

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 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.

Band 1: 1–5 marks

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 be slight, fragmentary or even unfinished.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	57

Special Subject: Essay Question

These banding definitions address Assessment Objectives (AOs) 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.

Introduction

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

Examiners will 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 will be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit will be given for evidence of a good historical intelligence and for good use of material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners will use these banding definitions in combination with the paper-specific mark schemes.
- (c) It goes without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners will also bear in mind 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 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 4 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 will be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners will 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 5: 25–30 marks

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.

Such answers may be expected, where appropriate, to make use of or refer to 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.

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	57

Band 4: 19–24 marks

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.

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 marks

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

Band 2: 7–12 marks

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 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.

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

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	57

Band 1: 1–6 marks

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; the answer is likely to include unsupported generalisations, and there will be some vagueness and irrelevance. 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 are not to be expected. The answer may be fragmentary, slight and even unfinished. Use of or reference to relevant primary sources is highly unlikely at this level but credit should be given where it does appear.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	57

Section A

- 1 (a) How far is the evidence of the Queen’s political sympathies on the reform question given in Document A corroborated by that given in Document B? [10]

The answer should make appropriate use of both documents and should be sharply aware of similarities and differences. Comparisons of themes and issues should be made across the documents, rather than by separate treatment. Candidates should offer insights into how the documents corroborate 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.

Similarities: Both documents show Victoria as supportive of the need for parliamentary reform. Both also (at the least) imply that the Queen’s sympathies are with her Conservative ministers. These are the key similarities between the documents. In Document A, Disraeli suggests that the Queen’s influence has made Reform possible; in Document B, Victoria expresses ‘sorrow’ when an amendment to the Conservative Bill has been heavily defeated. Since both documents provide evidence that the Queen considers it important to pass a Reform Act, candidates are likely to argue that the degree of corroboration is considerable.

Differences: Since the question asks how far Document B corroborates the evidence of Document A, candidates’ answers are likely to stress similarities, such as those identified above, rather than differences. Nevertheless, the differences are significant. Document A presents Disraeli’s views on Victoria’s influence. He asserts that the likely ‘safe’ passage of the Bill is ‘mainly owing’ to the Queen’s ‘support for your [Conservative] ministers’ and stresses the Queen’s ‘determined support’ for the Conservative Bill. Document A, therefore, provides a party-political assessment of Victoria’s sympathies. It also includes some characteristic Disraelian flattery of the Queen. In Document B, Victoria shows her political sympathies over parliamentary reform through attacks on Liberal tactics. The Liberals made mistakes which, the Queen suggests, led to an unnecessary postponement in settling the reform question. She also offers Disraeli practical advice on getting Reform through Parliament. She counsels acceptance of sympathetic amendments to the suggested legislation to keep the show on the road.

Provenance: 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. Differences in both tone and provenance are significant. Document A is from a senior minister’s private correspondence to the monarch. The tone is friendly and almost ‘gossipy’ in places. Candidates may infer that relations between Queen and Minister are warm and that, even if the flattery of the last sentence is not considered, this letter provides evidence that they are used to communicating with each other on informal terms but about matters of political significance. By contrast, Document B is a working document from a senior member of Court to a senior, but subordinate, minister. The more measured tone reflects ‘officialise’, although Victoria’s private views can still be discerned. It also shows that Victoria was quite prepared to offer advice which shaded into partisan support for the Conservatives – the Queen was ‘very sorry’ about the reverse in Parliament and is happy to give practical advice designed to help Disraeli as he navigated his way through choppy political waters.

Page 9	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	57

- (b) **How convincing is the evidence presented by this set of documents that the main objective of Disraeli, Derby and the Conservative government in passing a Reform Act in 1867 was to ‘increase the loyalty and contentment of a great portion of Her Majesty’s subjects’ (Document C)? In making your evaluation, you should refer to contextual knowledge as well as to all the documents in this set (A–E).** [20]

The focus of this question is critical commentary on a contentious judgement: that the primary aim of the Act was to benefit the Queen’s subjects, thus securing their greater ‘loyalty and contentment’. All the documents provide evidence for candidates to use.

Document A: indicates Disraeli’s view that the Bill currently progressing through Parliament is intended to be both ‘good’ and ‘necessary’. Disraeli also indicates that passing a Conservative Reform Bill is a ‘difficult enterprise’. Candidates may infer that Disraeli’s objective was to get a Reform Bill onto the statute book and thus claim kudos for the Conservatives, usually, as in 1867, the minority party.

Document B: the Queen argues that the Liberals should have passed reform the previous year and she believed their failure to do so highly culpable. Her clear support for this Conservative initiative also suggests that she considered the passage of a Reform Act to be important. She also noted that both the House of Commons and, more broadly, the ‘Country’ considered a Reform Bill to be ‘necessary’. Candidates can infer that the Queen’s emphasis on pleasing ‘the Country’ suggests support for the proposition about the motive for passing a Reform Act.

Document C: notes ‘continued agitation’ in the country and argues that the failure to pass Reform to this point was hindering the passage of other legislation. On this reading, Derby seems anxious to get a contentious issue out of the way, though he also suggests that ordinary citizens have evinced ‘sound sense’. The ‘extended franchise’ should strengthen key institutions in the country and also increase ‘loyalty and contentment’. This document provides the strongest evidence that Reform was passed for the purposes indicated in the question.

Document D: identifies two important objectives – to prepare ‘the mind of the country’ for reform and to ‘educate’ the Conservative party to accept parliamentary reform. Candidates should know that Tory opposition to the passage of a Reform Act had been strong in many quarters. Disraeli also indicates the need to find ‘some principle’. Some candidates may take from this that an element of Disraelian cynicism was in play – any old ‘principle’ might do. Here, though, Disraeli identified the ‘principle’ which linked payment of local taxes with qualification for the vote. He also suggests that a potential voter should show ‘an interest in the welfare’ of the community and some candidates might view this as suggesting support for the proposition under debate.

Document E: discusses various motives for passing Reform. One was pressure from interest groups such as the Reform League; another was reform as an answer to the ‘talk of revolution’. The author, however, argues that these were less important than political factors internal to Westminster, and particularly the ‘Conservatives’ determination to stay in office and to escape from permanent minority status. Disraeli’s tactics were designed to ensure that Reform could be presented as a distinctively Conservative achievement.

Candidates should cross-refer between the documents, noting similarity and difference linked to the judgement about the overall motivation for passing the Reform Act.

Candidates’ own knowledge should also be integrated into the overall argument, perhaps by noting which factors identified in the documents are supported, or challenged, by their own knowledge of the Reform crisis. Relevant factors include: a Reform Bill which ended up

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	57

enfranchising more adult males than either party had originally intended; whether the large number of working-class voters in towns after 1867 was intended to produce 'loyalty and contentment' in the new electorate; 'dishing the Whigs' by passing a Conservative Bill without a Conservative majority in the Commons; Disraeli's astute tactics in support of the predominant objective of passing a Tory Bill; the role of extra-parliamentary pressure groups and the extent to which Disraeli and his colleagues were responding to pressure and/or threats in taking up the Reform issue.

Some candidates may argue that, both on the evidence of the documents and from their wider knowledge, the Reform Act was framed in part to appease extra-parliamentary agitators while avoiding making 'dangerous' concessions. Thus, any threat of revolution was averted while the existing two-party political system remained intact. Candidates might also argue that many leading politicians recognised the need for radical change in the size and make-up of the electorate, while aiming to ensure that much of the old political order was preserved.

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	57

Section B

- 2 How popular was Gladstonian liberalism within Gladstone’s own party in the period 1868–1880? [30]**

AO1 – The question concerns the popularity of Gladstone’s ideas and priorities during the given period. Candidates may have knowledge of: Gladstone’s stress on administrative efficiency and financial prudence in government; the priority given to administrative reform and making appointments on merit; the roles of morality and religion in his political thinking; Whig views about Gladstone’s priorities; scepticism of many Liberal radicals wanting to travel further and faster than Gladstone; the impact of Gladstonian liberalism when Gladstone was neither in office nor the party’s leader.

AO2 – Explanations about the popularity of Gladstonian liberalism should derive from an understanding both of the key term and of the nature of the Liberal party at this time. Candidates may discuss: the meaning of the term; limited popularity of his ideas with Whig landowners; reasons for frequently expressed radical Liberal reservations; the extent to which fellow Liberals considered Gladstonian liberalism to be a personal, and eccentric, crusade. Candidates may make use of relevant contemporary material, such as the diaries of prominent politicians of the period, including Gladstone’s own. They might also show awareness of recent historical debates, such as what motivated Gladstone and whether he gave much priority to party unity.

- 3 ‘The domestic policies of Disraeli’s second ministry (1874–1880) were unadventurous in scope and limited in achievement.’ Discuss. [30]**

AO1 – The question concerns the domestic legislation carried by this government, including consideration both of its nature (‘unadventurous’) and the extent of its impact (‘limited in achievement’). Candidates may have knowledge of: reforms in education, housing and public health; policy towards trade unionism; food adulteration and the Sale of Food and Drugs Act; the virtual absence of domestic legislation after 1876.

AO2 – Explanations should relate to making a judgement on the validity, or otherwise, of the contentious judgement contained in the question. Candidates may refer to: whether the government’s domestic legislation progressed beyond tinkering with the measures passed by Gladstone’s outgoing administration; the intention behind the passing of the Artisans’ Dwelling Act; the judgement of Disraeli’s ministers about their Chief’s interest, commitment and competence in domestic affairs; how far education legislation increased opportunities for the working classes. Candidates may make use of relevant contemporary material, such as newspaper commentary on the ministry and Disraeli’s own letters and speeches. They might also show awareness of historical debates about the range and success of Disraeli’s domestic policy, perhaps related to the validity of his reputation as the founder of the modern Conservative party.

Page 12	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9769	57

4 What best explains why the foreign and Imperial policies of Gladstone’s second ministry (1880–1885) were so concerned with the continent of Africa? [30]

AO1 – The question concerns both the foreign policy directions and imperial priorities of the government and specifically the emphasis often given to events and developments in Africa. They may have knowledge of: the first Boer War (1880–81); reasons for intervention and occupation in Egypt; Mahdi, Gordon and Sudan; growing German desire to acquire colonies; the Conference of Berlin and separate spheres of influence.

AO2 – Candidates’ explanations should be linked to making an overall judgement about those factors which best explain the growing importance of Africa. They may offer judgements concerning the relative importance of the factors they identify. They may refer to: the economic factors leading to growing concentration on South Africa and conflict with the Boers; in Egypt, commercial interests and especially the strategic importance of the Suez Canal; British responses to growing German ambition to achieve a ‘place in the sun’; Britain increasing power over Egypt and its implications for development of strategy and tactics to pacify the Sudan during the Mahdi’s insurgency. Candidates may make use of relevant contemporary material, such as that in newspapers and elsewhere, about the ‘scramble’ for Africa or the fate of Gordon. They might also draw on recent historical debates about what drove the government’s foreign policy.