

# Mark Scheme (Results)

## Summer 2010

GCE

GCE History 6HI02/D

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## GCE History Marking Guidance

### Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

### Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4, would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

### Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

## 6HI02: Generic Level Descriptors

### Part (a)

Target: AO2a (8%)

(20 marks)

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

Level	Mark	Descriptor
1	1-5	<p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-5 marks</b> The qualities of Level 1 are securely displayed.</p>
2	6-10	<p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content.</p> <p><b>Low Level 2: 6-7 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 8-10 marks</b> The qualities of Level 2 are securely displayed.</p>
3	11-15	<p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p> <p><b>Low Level 3: 11-12 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 13-15 marks</b> The qualities of Level 3 are securely displayed.</p>

4	16-20	<p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight the content they will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p><b>Low Level 4: 16-17 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 18-20 marks</b> The qualities of Level 4 are securely displayed.</p>
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*NB: generic level descriptors may be subject to amendment in the light of operational experience.*

Part (b)

Target: AO1a & AO1b (10% - 24 marks)

Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

AO2b (7% - 16 marks)

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

(40 marks)

AO1a and AO1b (24 marks)

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material, which has some accuracy and relevance, although not directed analytically (i.e. at the focus of the question). The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 1: 3-4 marks</b> As per descriptor</p> <p><b>High Level 1: 5-6 marks</b> The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant, factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between simple statements. Material is unlikely to be developed very far or to be explicitly linked to material taken from sources.</p> <p><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 2: 9-10 marks</b> As per descriptor</p> <p><b>High Level 2: 11-12 marks</b> The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>

3	13-18	<p>Candidates answers will attempt analysis and show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</p> <p><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b> As per descriptor</p> <p><b>High Level 3: 17-18 marks</b> The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. There will be some integration of contextual knowledge with material drawn from sources, although this may not be sustained throughout the response. The selection of material may lack balance in places.</p> <p><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b> As per descriptor</p> <p><b>High Level 4: 23-24 marks</b> The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>

*NB: generic level descriptors may be subject to amendment in the light of operational experience.*



AO2b (16 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-4 marks</b> The qualities of Level 1 are securely displayed.</p>
2	5-8	<p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question the sources will be used in the form of a summary of their information.</p> <p><b>Low Level 2: 5-6 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7-8 marks</b> The qualities of Level 2 are securely displayed.</p>
3	9-12	<p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of the sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p><b>Low Level 3: 9-10 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 11-12 marks</b> The qualities of Level 3 are securely displayed.</p>
4	13-16	<p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p><b>Low Level 4: 13-14 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 15-16 marks</b> The qualities of Level 4 are securely displayed.</p>

*NB: generic level descriptors may be subject to amendment in the light of operational experience.*

## Unit 2 Assessment Grid

Question Number	AO1a and b Marks	AO2a Marks	AO2b Marks	Total marks for question
Q (a)	-	20	-	20
Q (b)(i) or (ii)	24	-	16	40
<b>Total Marks</b>	<b>24</b>	<b>20</b>	<b>16</b>	<b>60</b>
<b>% weighting</b>	<b>10%</b>	<b>8%</b>	<b>7%</b>	<b>25%</b>

### Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

D1 Britain and Ireland, 1867-1922

Question Number	Indicative content	Mark
1 (a)	<p>The sources offer evidence both to support and challenge the stated claim. Source 1 is focused on economic injustice and the suffering caused by landlordism, rack-renting and evictions as the basis for Davitt's political convictions. Taken at face value Sources 2 and 3 emphasise the importance of religious and cultural attitudes to explain unrest in Ireland and hostility to foreign influence. Candidates can therefore support and challenge the claim on this basis, and developed responses of this kind can reach L2. However, if the sources are cross-referenced in context a more complex picture emerges, allowing the conflicting claims to be evaluated and brought together in an overall judgement. Source 1 is strongly in support of the claim, but there is also a suggestion that economic issues are linked to wider, political divisions. Both Sources 2 and 3 link sectarian and racial attitudes to economic issues. In Source 2 the disturbances are among the 'poorer classes' and the intervention of the 'well-to-do' is considered worthy of comment. Source 3 links hostility to foreign influence and an 'alien' presence with ownership of land, and if cross-referenced to Source 1 explains the political and social attitudes demonstrated by Davitt. Hence all three sources link economic and cultural differences to political divisions. Source 1 can also be interpreted in different ways. Action taken against a catholic priest may be seen as emphasising the importance of economic conflicts over religious ties, but the failure of 'the Dublin press' to publish the fact can also be taken as evidence of religious loyalties. Similarly, the disturbances in working class Belfast may suggest a level of economic deprivation, while the distribution of population and the role of the 'well-to-do' hints at sectarian links and exploitation. Candidates can consider the provenance of Sources 1 and 3 to suggest that they represent different views and argue that different issues were apparent, but the best responses may well demonstrate that in Ireland the economic issues were linked to social and religious divisions to enhance their severity and the injustice felt by many, and that the evidence is not, therefore, conflicting. Responses at L3 will both support and challenge the stated claim, while those at L4 will offer an overall judgement.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The stated view is strongly supported by Source 4. Taken at face value Disraeli shows bewilderment at the range of issues indicated by 'the Irish question', although candidates may infer a measure of impatience and/or scepticism from the language used. Candidates can develop this argument by reference to government decisions and the lack of awareness that they indicate among English politicians. In particular the impact of free trade in agriculture in the 1870s and the Conservative refusal to return a policy of protection shows a lack of awareness of the impact in Ireland. Similarly the attempts made by Gladstone to combine reform and coercion, and the extent of unrest in Ireland show the weak basis of English policy. These arguments can be reinforced from Source 6, which highlights lack of understanding about the divisions between Ulster and other parts of Ireland, from both supporters and opponents of Home Rule. In opposition to this Source 5 shows that Gladstone did develop understanding of Irish problems, and that this formed the basis of his conversion to Home Rule. However, his inability to convince the majority that Home Rule was necessary suggests that lack of understanding persisted. However, candidates may argue that the failure of Home Rule had less to do with ignorance than with party rivalries in England, thereby challenging the stated view. This can be supported by reference to both 1886 and 1893, the divisions within the Liberals and the development of Unionism in both England and Ulster. Source 6 strengthens this argument in relation to all three Home Rule Bills (directly in the case of the two before 1900 and by implication thereafter), and also introduces another factor in the mistakes of political leaders. Candidates can use their own knowledge to explain those indicated in the sources, and add other examples. Source 6 also integrates this factor with party rivalries, and if interpreted in context can suggest a measure of ignorance in the way that politicians in pursuit of short-term advantage were willing to stir up forces and hostilities that they could not control. It is therefore possible to link different factors and begin to reconcile the conflicting claims. Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the reasons why English politicians failed to solve the Irish question with a sharp focus on agreement or disagreement with the given view. The best responses may very well be able to argue that English politicians failed to settle the Irish question because they did not understand it sufficiently to give it priority over their own rivalries and concerns closer to 'home'.</p>	40

Question Number	Indicative content	Mark
1 (b) (ii)	<p>Sources 7 and 9 can be used to support the stated claim and demonstrate the role played in the creation of conflict by nationalist extremists. Reference to 'blood-sacrifice' can be developed by reference to the Easter Rising and nationalist propaganda based upon it, as well as to the actions of the IRB and Volunteers in 1919-21. However, Source 8 focuses on British attitudes and the refusal of Lloyd George's government to consider sufficient concessions to create a settlement that would be acceptable in Ireland. In particular Lloyd George's reference to 'dangerous weapons' with which the Irish could not be trusted raises the issue of Dominion status in particular and the patronising view of the Irish adopted in general. Candidates can develop this argument by reference to British partiality towards Ulster in 1911-14, mishandling of the Easter Rising and the issue of conscription, all of which alienated moderate opinion in Ireland and encouraged support for extreme nationalists. Similarly, the British response to the activities of the Volunteers in 1919-21, including the role of the Black and Tans, is relevant to explaining the extent and continuation of violence. The sources and own knowledge can therefore be used to develop conflicting arguments as to the significance of the extremists, but candidates can also widen the discussion if they choose. The role of the Ulster Unionists, the mistakes of individuals and/or political rivalries in both Britain and Ireland, and even the long-term context of Anglo-Irish hostility can all be relevant to the debate. However, candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the reasons for Anglo-Irish conflict in 1919-21 with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

## D2 Britain and the Nationalist Challenge in India, 1900-47

Question Number	Indicative content	Mark
2 (a)	<p>Taken at face value the sources both support and challenge the claim. In source 10 Jinnah is described as 'arrogant and immovable' and in Source 12 he is abandoning constitutional methods in favour of direct action by the 'Muslim nation' for some form of separation. However, the provenance of Source 12 points out that this was in response to Nehru's statements in source 11, which can be used to challenge the claim. The provenance also shows that Jinnah's call came after meetings of the Muslim League, supporting their inclusion in the stated claim. Developed responses of this kind can reach L2. However, if the sources are interpreted in context, a more developed response can be offered. Candidates can argue that Jinnah must have known that direct action was likely to involve violence, and threaten civil war. However, in Source 12 Jinnah is clearly suggesting that the move to direct action has been forced on the Muslim League, that the Muslim League has always followed constitutional methods but can do so no longer. In the light of Source 11 this is understandable. If cross-referenced with Source 11, Source 12 indicates Muslim exasperation and suggests that Nehru may well have contributed significantly to the problem. According to Source 10 Nehru was also arrogant. More importantly, Source 10 casts doubt on British impartiality, and may suggest that Jinnah had reason not to trust any compromise or assurances that they offered. This would support the view that he was pushed into repudiating acceptance of the Cabinet Mission's proposals and calling for direct action. Candidates can therefore argue that Jinnah's decisions in 1946-47 were provoked by Hindu and British attitudes, and that he acted after long experience of difficulties created by them. Responses at L3 will both support and challenge the stated claim, while those at L4 will establish an overall judgement - for example that the sources suggest that Jinnah's determination to protect the Muslim minority made partition likely, but that the responsibility was shared by both British and Hindu politicians.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>Sources 13 and 14 clearly support the claim, demonstrating both the expectation among the British officers in India, and the efforts of British politicians in Westminster to create self-government in India. Candidates can develop this argument by reference to wider knowledge and explain the various schemes summarised in Source 14. It is also relevant to argue that the obstacles to progress under these plans came often from Indian attitudes and internal divisions. This is also supported in Source 15, which can be interpreted to suggest that the Indians did not trust each other. However, Source 15 also casts some doubt on the British commitment. A certain 'escapism' and the attitude displayed towards Gandhi can be interpreted to suggest that while self-government was accepted as an eventual outcome, steps towards it were not seen as urgent. The source is clearly referring to the British community 'outside government' and may indicate different attitudes among 'the British'. However the sources also indicate problems within the governing class. The ICS officer in Source 13 suggests that he often lost sight of the aim 'in the rough and tumble of running a district' while the Viceroy's action in 1939 suggests that respect for Indian views and the measures of self-government already in place were not always acted upon in practice. The measures outlined in Source 14 can also be analysed to demonstrate their limits and the extent of Indian frustration with such slow progress. These points can be used to challenge the statement, supported by wider knowledge, which might well include references to Amritsar and focus particular criticism on the claim to 'consistent' efforts, as well as the nature of the 'self-government' that was offered. On the other hand, Source 15 can be developed from wider knowledge to argue that a 'peaceful' self-governing India made caution a necessity and that the British did work consistently to find a settlement that would protect all sections within a self-governing India. Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the British approach to dealing with the issue of self-government for India with a sharp focus on agreement or disagreement with the given view. The best responses may very well seek to resolve the apparent conflict in the British approach, for example by demonstrating that acceptance of self-government as an aim did not create urgency or consistency in taking practical steps towards it.</p>	40

Question Number	Indicative content	Mark
2 (b) (ii)	<p>The focus of the question is on the significance of economic considerations in shaping British attitudes towards the political settlement of India. Sources 16 and 17 show the importance of both the income derived from India and the investments made there, while Source 18 highlights the changes that had occurred by 1945. Britain's economic difficulties and the liquidation of many of those investments, as well as the need for American loans can be used to suggest that the economic balance had altered, and that this was a reason for Britain's new willingness to concede independence, and to do so rapidly. Supported by wider knowledge this argument can be developed to support the stated claim. Candidates may refer to the impact of the First World War and show that there was a steady erosion of Britain's economic strength and its ability to bear the costs of imperialism as well as the changing cost/benefit relationship in controlling India. It can therefore be argued that gradual conversion of British governments to the idea of Indian independence corresponded exactly to their understanding of economic costs and benefits. However, the sources also suggest alternative influences on British thinking. Sources 16 and 18 both refer to the strategic role of India within the wider British Empire, which goes beyond economic considerations This might include the impact of WW2, the Japanese threat, Bose and anti - British movement. Candidates can develop this point from wider knowledge, especially in relation to political debates and the role of 'Churchillian imperialism', which was based on political attitudes and beliefs. In contrast the Liberal and Left-wing concern with human rights and national freedoms offered a powerful political motive for granting Independence, present within both government and public opinion from 1917 and even earlier. Candidates can demonstrate changes in popular attitudes throughout the period, to support this counter-argument. Similarly, Source 17 suggests that India offered economic benefits and 'prospects' to a wider range of British citizens, but that the attractions were not entirely economic. Adventure and 'romance' played a part. 'Duty' and 'incorruptibility' imply an ideal of service which was certainly strong within the officials of the Raj. However, Source 18 refers to changing social attitudes and the decline of popular imperialism. It can therefore be argued that changes in British attitudes towards Indian independence arose from a range of political and social changes that were developing throughout the period and were not influenced 'mainly' by economic needs. Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the issues that influenced British attitudes towards Indian independence with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to comprehend conflicting evidence. They may argue, for example, that British governments were influenced by Britain's economic needs, but that the policies they adopted were influenced by strategic and diplomatic changes as a result of two world wars, and by the changing political and social climate within Britain.</p>	40





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