

A-level
HISTORY
7042/1J

Component 1J The British Empire, c1857-1967

Mark scheme

June 2021

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to British expansion in Africa in the years 1857 to 1890.

[30 marks]

Target: AO3

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

Generic Mark Scheme

- L5:** Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. **19-24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historical context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. **13-18**
- L2:** Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. **7-12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. **1-6**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

In their identification of the argument in Extract A, students may refer to the following:

- economic motivations underpinned British strategic thinking
- the importance of India to the British economy meant that it was key to British strategic thinking
- strategic explanations of British expansion do have some merit but are of secondary importance to the economic motivation
- in some areas of Africa, such as Egypt, local problems caused Britain to intervene.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- evidence regarding the economic importance of India supports the interpretation's claim that this underpinned British motives in Africa. The economic importance of South Africa, including the discovery of diamonds and gold, also supports the interpretation
- the Suez Canal's importance in travelling to India and its importance for Britain's trading, supports the idea that strategic considerations were important but were underpinned by economics
- the 1882 rebellion in Egypt demonstrates the opinion that local problems caused Britain to intervene
- the interpretation does however, understate the strategic considerations that Britain had to consider, particularly in the 1880s from both France and Germany.

In their identification of the argument in Extract B, students may refer to the following:

- British expansion in Africa was driven by competition from other European countries
- France and Germany, in particular, were threatening Britain's interests
- even in places which Britain didn't officially own, they still had interests which could be damaged by other countries taking over the area, such as in East Africa
- Britain had to choose to either come to an agreement with the other powers or stand their ground and face the consequences, they could not do nothing.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- the emergence in the 1880s of France and Germany as rivals in Africa and the impact this had on British expansion in North, East and South Africa
- the 1884–5 Berlin Conference declared the need to show effective occupation which led to Britain declaring protectorates and issuing charters to several companies
- the Suez Canal could be seen as evidence to demonstrate that Britain had interests in areas it didn't own. French, German and Italian activity in the area have been argued to have been a threat
- however, the rules laid down in the Berlin Conference challenges the argument that there was a threat posed by other European countries as in many ways it led to cooperation and negotiation.

In their identification of the argument in Extract C, students may refer to the following:

- British expansion in Africa was led by private individuals rather than the British government
- Gladstone had no desire to become involved in Africa south of Egypt
- explorers and missionaries played a part in expanding British influence into tropical Africa
- self-interested individuals, such as traders, also played a key role in expanding the Empire into Africa.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- evidence regarding Gladstone's lack of action in Sudan and his reluctance to rescue General Gordon corroborates the extract's initial argument that the government did not want to become involved further south in Africa
- the role of explorers and missionaries across Africa in discovering new land, creating maps and initiating contact with indigenous groups corroborates the interpretation that they played a role in Britain's expansion
- the role of traders in West and South Africa, such as Goldie and Rhodes, support the interpretation's argument of the 'market established and the flag raised'. Their actions were particularly important in enabling Britain to demonstrate 'effective occupation'
- the argument that Gladstone had no wish to be involved further south in Africa is challenged by his actions post the Berlin Conference when Britain expanded in both West and East Africa
- the importance of any of these groups in expanding British influence in Africa could be challenged by the problems they caused with indigenous groups, for example in southern Africa with the Boers.

Section B

0 2 To what extent did imperialism grow in popularity in Britain in the years 1872 to 1906?

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that imperialism grew in popularity in Britain in the years 1872 and 1906 might include:

- the use of imperialism in party politics by both the Conservatives and Liberals demonstrates the increasing support for it amongst the British public
- the increase in imperial literature, music and the popularity of pro-Empire newspapers indicates that imperialism had become more popular as it was being used to sell products
- the increase in imperial societies, children's imperial youth groups and the Empire Day Movement can be seen to evidence an increasing support for imperialism
- the increased support amongst the working classes, which has been identified by some historians through the jingoism in the music hall songs and the enthusiasm for the Boer War, demonstrates an increase in popularity of imperialism
- the attitudes of the 'high imperialists', such as Chamberlain, Milner, Rhodes and Curzon and how their views on imperialism impacted on popular support could be explored.

Arguments challenging the view that imperialism grew in popularity in Britain in the years 1872 and 1906 might include:

- the criticisms made by contemporary commentators, such as Hobson, demonstrate that popular support for imperialism during this period hadn't increased
- the impact of Emily Hobhouse's report into the conditions in the concentration camps during the Boer War and formation of the pro-Boer groups could be seen to demonstrate that popular support for imperialism declined during this period
- the enthusiasm for the Boer War demonstrated by the working class has been questioned by historians as to whether it shows support for imperialism or whether it was more enthusiasm for the employment opportunities that a war would bring
- the rejection of the Conservative Party and the policy of imperial preference in the 1906 election demonstrates that by the end of this period popular support had not increased.

Students may argue that the proliferation of imperialistic messages throughout popular culture and politics during this period demonstrates that popular support did increase across all classes of society. Alternatively, they may argue that although interest in imperialism did increase this did not necessarily mean popular support, especially if it was going to result in higher prices for goods, as demonstrated by the 1906 election result.

- 0 3** To what extent did Britain rely on repression to maintain control in India and the Middle East in the years 1919 to 1939?

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that Britain relied on repression to maintain control in India and the Middle East in the years 1919 to 1939 might include:

- the use of violence by the British in India, such as the Amritsar Massacre, demonstrates a reliance on violence by the British to deal with protests even when they are peaceful
- the legislation passed by the British, such as the Rowlatt Act, and the frequent imprisonment of nationalist leaders demonstrates the use of repression in India
- in the Middle East, the violence used in Palestine to try to control the both the Jewish and Arab nationalist groups demonstrates a reliance by the British
- violence was also used in Iraq by the British to try to control Muslim nationalist groups.

Arguments challenging the view that Britain relied on repression to maintain control in India and the Middle East in the years 1919 to 1939 might include:

- in India the granting of concessions to the nationalist groups through legislation in order to increase Indian representation in government demonstrates that Britain had other methods of maintaining control
- the policy of divide and conquer in India was used by the British to try and maintain control, particularly in the 1930s after the Muslim League adopted the creation of a separate nation state as its goal
- Britain also made use of conferences to try to maintain control in both India and Iraq. For example, the Round Table Conferences to discuss India in the 1930s and the Cairo Conference in 1921
- British negotiations and diplomacy in the Middle East in Palestine, undertaken by Herbert Samuel, demonstrate a desire by the British to find peaceful solutions to maintain control.

Students may argue that Britain pursued a dual policy of ‘carrot and stick’ in the hope that the concessions granted would win over moderate nationalists and give them the legitimacy to threaten and use violence against the more ‘extreme’ element, and thus keep control. It may be that students use evidence from Egypt to meet the ‘Middle East’ element of the question and this should be viewed as acceptable but not required.

0 4 'In the years 1947 to 1967, Britain was forced to leave Africa.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that in the years 1947 to 1967, Britain was forced to leave Africa might include:

- political pressure from nationalist groups made it untenable for Britain to stay in the different colonies as they placed moral and political pressure on the British. For example, the actions of politicians in Nigeria and the Gold Coast
- the violence used by some nationalist groups demonstrates that Britain was pushed out, for example in Kenya
- the use of violence by Britain to control the nationalist groups resulted in international and domestic condemnation which put Britain under pressure to decolonise. The internment of thousands of political prisoners in Kenya during the Mau Mau uprising demonstrates this
- the Suez Crisis of 1956 demonstrates Britain trying, and failing, to keep a presence in Egypt
- some administrators in the colonies believed that independence was granted too quickly, thus demonstrating that Britain was pushed out, for example Sir Andrew Cohen.

Arguments challenging the view that in the years 1947 to 1967, Britain was forced to leave Africa might include:

- after the Second World War, Britain was in a poor economic state, so had to make choices regarding spending priorities. There was a strong case for the argument that colonial expenditure was unsustainable
- the election of the Labour Government in 1945 on a domestic platform demonstrates that decolonisation was a deliberate policy
- the Winds of Change speech by Macmillan in 1960, and the shift in the thinking of the Conservative Party that the speech showed, points to decolonisation being a choice of the British government
- the controlled and gradual movement to independence taken in some countries is evidence that Britain was in control of the process, for example the Gold Coast and Nigeria
- Britain was able to control violent nationalist groups, for example the Mau Mau, demonstrating that if Britain had wanted to stay in a colony, they were able to.

Students may argue that due to the post-war weaknesses Britain was facing, the decision to decolonise was taken by British governments, and hence the nationalist groups were pushing at an open door. Alternatively, the evidence of the British commitment to the Empire post the Second World War, as displayed in the decision not to join the EEC, could show that it was the pressure from within the colonies that made Britain withdraw rather than a deliberate policy decision by the government.