



A-level
HISTORY
7042/1J

Component 1J The British Empire, c1857–1967

Mark scheme

June 2024

Version: 1.0 Final



2 4 6 A 7 0 4 2 / 1 J / M S

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2024 AQA and its licensors. All rights reserved.

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 Britain and India in the years 1914 to 1947.

[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 interpretations/arguments/views.

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

- India was no longer economically and militarily important to Britain resulting in a change in relationship between them
- British businesses were no longer exporting as much to India and it was costing more to maintain it as a colony
- the British were also in debt to the United States making it harder to maintain India.

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

- post the First World War, India's imports from Britain fell due to foreign competition and Indian manufacturers capturing more of the domestic market
- the costs of defending India against the emergent nationalism outstripped the economic potential of India after the Second World War, especially as India was no longer the valuable market for cotton that it had once been
- after the Second World War, Britain owed the USA £900 million making it hard to justify spending money to defend India, especially when other areas of the Empire, eg Malaya, was more important for earning dollars
- however, in the interwar period India continued to be an important supplier of tea, jute and raw cotton, demonstrating that economic issues were not the main reason for the change in relations post the First World War.

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

- the two World Wars were the main reason for a change in relations
- the First World War began this process as it raised Indian aspirations for recognition
- the Second World War accelerated this process as it forced Britain to withdraw from India.

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

- the British passed the 1919 Government of India Act due to the sacrifices of the Indian people in the First World War
- British defeats by the Japanese in the Second World War had emboldened the Indian nationalists and they demanded independence and Britain struggled to contain them
- the Labour government of 1945 feared that the emergence of the Indian National Army during the Second World War would lead to a lack of loyalty in the Indian Army and therefore a large number of British troops would be required to keep hold of the country
- however, despite the British claiming to want to peacefully withdraw from India, the speed of the withdrawal and the hastily drawn partition lines resulted in extreme violence between Muslims and Hindus and at least one million people died in the violence.

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

- the nationalist movement grew in strength in the interwar years and resulted in the British making concessions
- the emergence of Gandhi was crucial to this growth in importance of the nationalist movement
- the conditions created by the Second World War meant that the nationalist movement could not be contained.

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

- due to the pressure from Indian nationalists, the Government of India Acts of 1919 and 1935 were passed which increased Indian representation and allowed for limited self-government
- Gandhi's tactics of peaceful protests meant that the British struggled to contain him without damaging their moral position. He helped organise a number of key protests between 1920 and 1942 which proved to be effective in hurting British economic interests, and at times embarrassing the British internationally
- the economic and military impact of the Second World War on Britain meant that they could no longer contain the nationalist movement as it would stretch their military resources and it would be very unpopular in Britain if British troops had to be deployed in India
- however, the nationalists were never a coherent group and Gandhi was a divisive figure who did not unify the nationalist movement, therefore limiting his impact.

Section B

0 2 'British expansion in southern Africa, in the years 1867 to 1890, was driven by economic interests.'

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 British expansion in southern Africa, in the years 1867 to 1890, was driven by economic interests might include:

- the 1867 diamond discovery at Kimberley resulted in the annexation of Basutoland in 1868 and then Griqualand West in 1871 and Griqualand East in 1873
- the British and the Boers both tried to control the area due to its economic value and the British expanded their territory after defeating the Xhosa in 1878
- the 1886 discovery of gold on the Witwatersrand prompted 30 000 Britons to move to the Transvaal, leading to a broad increase in influence. This was also a factor in the granting of a charter to Cecil Rhodes' company, the British South Africa Company
- the granting of a charter to the British South Africa Company in 1889 demonstrates the importance of economic interests as both the British government and businesses were keen to establish an economic presence in south Africa. The presence of the British South Africa Company enabled the British to control a large area of land in southern Africa, expanding into what became known as Rhodesia.

Arguments challenging the view that British expansion in southern Africa, in the years 1867 to 1890, was driven by economic interests might include:

- British expansion was also driven by the threat of German expansion in the area from 1884. As a result, Britain annexed Bechuanaland in 1885
- Boer action also drove British policy as the Boers' failure to defeat the Pedi led to the British annexing the Transvaal in order to defend the Boer people from the Pedi and the Zulus
- expansion in southern Africa was also driven by the imperialism of Cecil Rhodes who aimed to bring as much of the world under British control as possible
- British government policy also drove expansion due to Lord Carnarvon's planned confederation of British South Africa with the Transvaal
- the actions of men on the spot such as Bartle Frere in 1878 also drove expansion. Frere provoked a war with the Zulus as he considered them an obstacle to federation.

Students may argue that British expansion was solely driven by economic interests as the British had, before the discovery of diamonds, been content to occupy just the Cape Colony and it was only after 1867 that the expansion began in earnest. Other students may argue there were other factors that were important that drove British expansion and the expansion was reactionary against threats posed by European powers or the Boers.

0 3 In the years 1875 to 1898, to what extent was British involvement in Egypt and the Sudan motivated by a desire to protect the Suez Canal?

[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 1875 to 1898, British involvement in Egypt and the Sudan was motivated by a desire to protect the Suez Canal might include:

- the purchase by Disraeli of 44% of the shares in the Suez Canal in 1875 for a total of £4 million meant that Britain had a financial motivation to protect the Suez Canal
- as 20% of British trade travelled through the Suez Canal, resulting in 80% of the traffic on the Canal being British, the protection of the Suez Canal was important to Britain
- the Suez Canal was also of strategic importance to Britain as it cut the journey time to India by six weeks as it was 6000 miles shorter compared to the Cape Route. This meant it was a lot easier to send troops to India and other eastern colonies
- the Suez Canal also gave Britain prestige as a great power due to it being a major shareholder as it could control traffic through it. Britain's actions in 1882 and 1898 were motivated by the desire to protect the Canal as this would give Britain an advantage during the Scramble for Africa in the latter part of the nineteenth century.

Arguments challenging the view that in the years 1875 to 1898, British involvement in Egypt and the Sudan was motivated by a desire to protect the Suez Canal might include:

- British policy in Egypt and the Sudan was also motivated by a desire to protect investments made in the economy, particularly the cotton, communication, rail and sugar industries
- in both Egypt and the Sudan, the threat of France motivated British policy. In 1882 the British were concerned that if they didn't intervene to quell the uprising then the French would, and this would threaten Britain's position in the area. The threat that France posed to the source of the Nile, and Britain's position in East Africa, was also behind Britain's actions in the Sudan in 1898. The actions of Italy in Abyssinia can also be argued to have motivated Britain's actions in the Sudan in the 1890s
- Britain's policy can also be seen to have been motivated by moral reasons as Baring in particular was motivated by a desire to discourage slavery, stop the subjugation of women, stop the import of hashish and close gambling houses. The conquest of Sudan in 1898 was also viewed as a moral mission as under the Mahdist regime the population of Sudan had fallen by 50% through famine, war, disease and persecution
- British policy was also motivated by public attitudes as in 1882 there were concerns over the fate of Europeans living in Alexandria and in 1898 there was a desire to 'avenge Gordon'.

Students may argue that the desire to protect the Suez Canal motivated British policy to a large extent as it played such an important role, economically, politically and strategically. Without the Suez Canal, Britain would have struggled to protect its commercial investments in the area, or press its claims to wider North East Africa. Alternatively, students may argue that there were other motivations that played a large role in British policy that didn't rely on the Suez Canal. This could include the moral motivation of Baring who played a major role in deciding policy after 1878, or the wider economic interests which existed in Egypt before the Suez Canal was built.

0 4 'The Empire and Commonwealth remained economically very important to Britain throughout the years 1947 to 1967.'

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 the Empire and Commonwealth remained economically very important to Britain throughout the years 1947 to 1967 might include:

- until the 1960s, the Empire and Commonwealth provided essential imports of food and raw materials to Britain at a time when its reserves of foreign exchange were limited
- until the 1960s, the majority of British overseas investments went to the Empire and some areas became crucial dollar earners such as Malaya
- by choosing not to join the newly established EEC, Britain demonstrated that the Empire and Commonwealth was economically more important to Britain than the new market of the EEC
- Britain prioritised the development of empire countries' economies as they viewed the Empire as a means to recover from the war. The Colonial Development and Welfare Acts, and the Colonial Development Corporation are evidence of the desire of the British to expand agricultural production and promote new technology and they continued to be of importance in this period.

Arguments challenging the view that the Empire and Commonwealth remained economically very important to Britain throughout the years 1947 to 1967 might include:

- in the 1960s, Western Europe became more important to Britain as a source of imports and for its exports
- Britain's application to join the EEC in 1963 and 1967 demonstrates that the Empire and Commonwealth had decreased in importance
- the Tanganyika Groundnut Scheme's failure demonstrates the difficulties that Britain had in developing trade and commerce within the Empire and Commonwealth
- due to the USA's economic predominance after the Second World War, Britain moved closer to the American markets as British exporters looked for markets with higher incomes.

Students may argue that in the 1940s and 1950s the Empire and Commonwealth was of the utmost importance to Britain for both trade and commerce as the British governments looked to re-establish Britain as a world power. The various investments in the colonies and Commonwealth countries demonstrates the extent to which the British believed them to be of importance. They may argue that it was only in the 1960s that this began to change and that Britain reluctantly moved away from the Empire and Commonwealth. Or students may argue that it was only some areas of the Empire that remained economically important during this time period. Others may argue that, despite the British government's best efforts, western Europe and the USA quickly became more important, especially when the dollar became the international currency, replacing the sterling.