
A-LEVEL

History

Component 1J The British Empire, c1857–1967

Mark scheme

7042

June 2017

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 Assessment Writer.

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.

Further copies of this Mark Scheme are available from aqa.org.uk

June 2017

A-level

Component 1J The British Empire, c1857–1967

Section A

- 01** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the influence of missionaries and religion on attitudes to empire in Britain 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.

Extract A: In their identification of Morris’s argument, students may refer to the following:

- the Victorian proclaimed the self-righteous belief that missionary activity was glorious and that they were spreading a ‘superior’ civilisation and religion in the Empire
- the passage shows the way the Victorians justified their imperial activity and how the influence of religion affected how people in Britain reacted to imperial exploits. It suggests a lack of doubt about Empire-building
- Livingstone was seen by the Victorians as an ideal hero – although the author points out that Livingstone broke with the LMS because he spent so much time exploring – so their hero-worship was based on faulty premises
- Christian missionary zeal influenced British attitudes and the abolition of the West African slave trade was highly valued; Gordon was regarded as a hero because of his Christian credentials.

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

- further examples could be cited to show the influence of religion in this period – for example Victoria’s own statement that ‘an Empire without religion is like a house built upon sand’
- consideration of other motives for Empire – exploration, trade and strategic advantage would help place the importance of religion and missionaries in a more balanced light
- further detail could be supplied on Livingstone or Gordon, questioning the degree to which their Christian reputation in Britain was really deserved
- British leadership (and foreign office diplomacy) in ending the slave trade by 1870 would corroborate this point.

Extract B: In their identification of Elbourne’s argument, students may refer to the following:

- missionaries played an important role in spreading information and influencing the politics of Empire in Britain
- missionaries’ observations increased scientific and anthropological knowledge
- missionaries had a stronger local knowledge than most colonial officials (because they learnt the language and mixed with natives)
- the reports sent back from missionaries helped to reinforce support for the empire – including support for annexation (which they favoured to protect their growing Christian communities).

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

- the links between missionary work and science might be explored with further comments, for example, on Livingstone

- the influence of the greater number of missionaries and religion on broader learning could be questioned – with particular reference to the limited Victorian awareness of (and dismissive attitudes towards) other cultures
- details of the cooperation of missions with imperial officials, for example in spreading schools and universities and enhancing British view of the benefits of Empire could be cited in support
- the ‘mutually supportive benefits of Christianity, civilisation and commerce’ could be questioned with reference to the more likely primacy of commerce.

Extract C: In their identification of Chamberlain’s argument, students may refer to the following:

- the missionaries did more harm than good in misrepresenting African society and so increasing British racial and cultural arrogance
- the misrepresentations were the result of a desire to obtain funding by reporting back what sponsors wanted to hear rather than absolute truth
- missionaries deliberately over-played the miseries of life before Christianity arrived
- missionaries belittled African culture and religion – although they did suggest that Africans were capable of improvement.

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

- reference to sources of support for missionaries – through the missionary societies, as well as private and public sponsorship – would corroborate financial needs
- reference could be made to the picture of ‘natives’ portrayed in the British media or examples such as Queen Victoria’s suggestion that the imperial mission was ‘to protect the poor natives and advance civilisation’
- the interpretation might be challenged by mention of successful missions and non-African mission. In India, for example, much activity went into the spread of education
- the source of Victorian racial arrogance could be seen in Social Darwinism and material success rather than the reports of imperial missionaries.

Section B

- 02** To what extent was British rule challenged by indigenous peoples in India and North East Africa in the years 1890 to 1914? **[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 rule was challenged by indigenous peoples in India and North East Africa in the years 1890 to 1914 might include:

- the growth of ‘middle class’ nationalist opposition to British rule in India – including ‘Young India’, 1903. There were nationalist attacks on British rule in papers and assassinations and attempted assassinations of British officials – some high profile (Governor of Bengal; attempted assassination of Viceroy)
- Curzon’s partition of Bengal (1905) produced organised opposition which led to the reunification of Bengal in 1911
- British rule in Egypt challenged by the emergence of the Nationalist party from 1906; the Denshawai incident showed underlying tensions; the ‘mad mullah’ Sayyid Hassan, mounted raids against British Somaliland from c1900 and defeated the British (1913) – they remained a constant threat
- British attempts to create a western-style government (including a system of taxation) in Sudan brought hostility and tribal warfare; 33 punitive expeditions required to force tribesmen to accept the new order and 4 Mahdist uprisings 1900–1908.

Arguments challenging the view that British rule was challenged by indigenous peoples in India and North East Africa in the years 1890 to 1914 might include:

- the continuation of British rule in both India and North East Africa showed the British were able to overcome any opposition
- evidence of the British ‘upper-hand’, e.g. Indian/Egyptian nationalist press-censored/ editors imprisoned
- Egyptian nationalists – limited influence and largely restricted to speeches, demonstrations and press articles; severe British action against peasants in Denshawai incident
- the downfall of the Mahdist regime in Sudan in 1898 initially welcomed by the Sudanese; British crushed subsequent discontent by making an example of the rebels – with swift hangings.

Overall, the British maintained their rule successfully in India and North East Africa because of their economic and military power and the acceptance (and to some extent cooperation, particularly in India and Egypt) of the majority of indigenous peoples. Opposition was swiftly crushed while reforms and economic developments ensured broad acquiescence.

N.B. Some candidates may include Uganda, Kenya and/or Zanzibar in their answers. Credit may be given if the answer also includes Egypt/Sudan and/or British Somaliland. References to West or South Africa cannot be credited.

- 03** How significant were the two world wars in strengthening trade and commerce between Great Britain and its Empire in the years 1914 to 1947? **[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.

Points supporting the view that the two world wars were significant in strengthening trade and commerce between Great Britain and its Empire in the years 1914 to 1947 might include:

- recovery of British trade in 1920s was dependent on imperial links
- the collapse in international trade from 1929 increased the importance of Empire; from 1932, the establishment of imperial preference and new taxes on overseas imports made the Empire more important
- with Great Britain's abandonment of the Gold Standard in 1931, sterling area arrangements encouraged British overseas investment in the Empire
- impact of the Second World War was to heighten the need to rely on trade between Great Britain and its Empire and a new emphasis was placed on colonial economic development, e.g. rubber and tin industry of Malaya received heavy government investment
- the Colonial Development and Welfare Acts of 1940 and 1945 were intended to strengthen the Empire as a trading partner.

Points challenging the view that the two world wars were significant in strengthening trade and commerce between Great Britain and its Empire in the years 1914 to 1947 might include:

- Britain lost some imperial trade as a result of the First World War – particularly in India and Canada and these were not entirely recovered after the war
- in the 1920s, old Free trade attitudes returned so trade with Empire was not given any preferential advantage
- although British commerce and imports from the Empire increased in 1930s, exports did not do so well, e.g. cotton textiles to Asia and India fell as home industries developed
- the Second World War damaged Britain's trading and financial position and where the costs of controlling a colony outstripped its potential value as a trading partner (for example in India, Burma and Palestine), imperial control (and its potential trading benefits) was abandoned.

While both world wars changed patterns of British trade and commerce, the second had a far greater impact than the first. It might be argued that the Depression from 1929 was more instrumental than the First World War in strengthening British trade with its Empire. The effects of the Second World War also varied and whilst some ties were strengthened, others declined.

- 04** ‘Decolonisation in Asia, in the years 1945 to 1965 was more the result of Britain's changed international position after the Second World War, than of pressure from nationalist groups.’

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.

Points agreeing that Decolonisation in Asia, in the years 1945 to 1965 was more the result of Britain's changed international position after the Second World War, than of pressure from nationalist groups might include:

- Britain emerged from war heavily dependent on the USA for defence and economic support – but USA was anti-imperialist; Britain was therefore subject to some US pressure to speed up decolonisation, e.g. faced with disorder because of Jewish emigration to Palestine, the British referred issue to the United Nations in 1947 and withdrew from Palestine
- the strategic value of colonies such as Singapore was reduced by the ascendancy of USA and reliance on NATO
- the impact of war on the British economy made it reassess the benefits of colonial possessions – where costs (and potential for future economic development) were high as in India, Burma and Palestine, decisions were made to abandon Empire
- the revival of Western Europe in the 1950s helped re-focus trade within Europe (even though Great Britain was outside EEC) and, support for Empire among powerful business interests, dwindled.

Points challenging the view that Decolonisation in Asia, in the years 1945 to 1965 was more the result of Britain's changed international position after the Second World War, than of pressure from nationalist groups might include:

- the violent activities of the Nationalists and the ascendancy of the AFPFL, led by Aung San in Burma, led Attlee (who had originally planned a programme of measured steps to independence), to hasten British withdrawal since he had insufficient troops to re-impose British authority in 1946
- the threatened widespread violent resistance from Nationalist movements (especially the INA) in India, (compounded by violence between Muslims and Hindus) put pressure on the post-war Labour government who believed costs of retention outweighed the benefits – which had diminished with the decline of India as a market for British cotton exports
- pressure from nationalists (including the Malay UMNO and MCP) was initially resisted by the British in Malaya and Singapore because of their economic, military and strategic value. The British were forced to declare a State of Emergency (1948–1952) which hastened steps to decolonisation
- the British were put under pressure by Malay/Chinese success at the ballot box. The attempt to create a single Malaysia in 1963 failed and the British had to permit full independence to both in 1965.

Students are likely to argue that Britain's changed international position was significant in permitting decolonisation but that without pressure from Nationalist movements – particularly in Malaya and Singapore, the British would have been likely to maintain their Empire for longer or reduce control on their own terms. Nationalist movements certainly propelled a swifter collapse than the British had wanted or bargained for.