

Mark Scheme (Results)

Summer 2013

GCE History (6HI01)

Option C

The British Empire: Colonisation and
Decolonisation

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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.

Unit 1: Generic Level Descriptors

Target: AO1a and AO1b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

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 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>Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 1: 3-4 marks As per descriptor</p> <p>High Level 1: 5-6 marks 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 the simple statements. Material is unlikely to be developed very far.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 2: 9-10 marks As per descriptor</p> <p>High Level 2: 11-12 marks 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 will show some understanding of the focus of the question. They will, 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 accurate but it may lack depth and/or reference to the given factor.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor</p> <p>High Level 3: 17-18 marks 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. The selection of material may lack balance in places.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor</p> <p>High Level 4: 23-24 marks 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>

5	25-30	<p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected which demonstrates some range and depth.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 5: 27-28 marks As per descriptor</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed; material is convincing in range and depth consistent with Level 5.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.</p>
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

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.

Unit 1 Assessment Grid

Question Number	AO1a and b Marks	Total marks for question
Q (a) or (b)	30	30
Q (a) or (b)	30	30
Total Marks	60	60
% Weighting	25%	25%

C1 The Origins of the British Empire, c1680-1763

Question Number	Indicative content	Mark
1	<p>The question is focused on the territorial expansion of the British Empire c1680-1763 and requires an analysis, and evaluation, of the significance of the role of war in the process.</p> <p>Candidates may establish significance by focusing specifically on the role of war and/or in comparison to the relevant significance of other factors. Responses might suggest that the British gained considerable territorial power in North America and India as a result of war, in particular, from the Peace of Utrecht in 1713 and the Peace of Paris in 1763. It might also be suggested that these territorial gains allowed the British navy to dominate territorial waters and gain further territory in the future. However, candidates might also suggest that it was not so much the conquest of war itself which achieved this expansion but the diplomacy resulting from war or give examples of war achieving little territorially, such as in the agreements at the end of the War of Austrian Succession. Responses might also suggest that much of the colonial warfare of the period resulted from the need to protect territory which had already been established through economic expansion, such as in India, or settler expansion, such as in North America. Answers which attempt to show significance through reference to other factors such as trade should establish relative significance to reach the higher Levels.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the significance of the role of war in territorial expansion and other relevant points, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on the general significance of war rather than specific examples; the amount of specific exemplification should be reflected in the awarding of marks within the Level bands. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the role of trading companies in the expansion of the British Empire and the extent to which their influence changed during the years 1680-1763.</p> <p>Candidates may approach this question either by considering the general role of trading companies or by reference to the fortunes of specific trading companies. However, it is likely that most responses will be an amalgamation of the two. Candidates might suggest that trading companies were influential in establishing an imperial foothold in the earlier period when government looked to regulate the expansion of British power and trade through the use of chartered companies but that by 1713, when the Royal African Company lost its monopoly, the role of imperial rivalry and mercantilist trading in general was more influential. They may refer to the general failure of most of the chartered companies, except the East India Company, during the period. The failure of the South Seas Company might be contrasted with the growing strength of the British East India Company suggesting that trading companies were less influential in the Atlantic empire than in the empire being established in the East. Some candidates might suggest that although there were different influences at different times geographically overall trading companies remained important throughout the period.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the changing influence of trading companies on the expansion of Empire over the whole time period, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on slave trading or the East India Company. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

C2 Relations with the American Colonies and the War of Independence, c1740-89

Question Number	Indicative content	Mark
3	<p>The question is focused on the nature of the relationship between Britain and its American colonies in the years before the Treaty of Paris, and requires consideration of the suggestion that the relationship was strong throughout.</p> <p>Candidates may suggest that there is clear evidence to suggest at least a favourable relationship between the two in 1763. In 1763 Britain and the 13 colonies were recovering from the Seven Years' War, which had required joint collaboration against the French in North America; 25 000 Americans had fought with the British. During the past decades Britain had established a working relationship with the individual colonies both politically and economically. America was seen as a geographical rather than a political area. The colonies had both emotional and practical ties to Britain as settler-colonies established through government backing. The common financial, legal, educational and political institutions had links back to the British model although with a little more social fluidity. Despite being controlled through governors appointed from Britain there were local assemblies and the mercantilist economic system seemed, at the very least, to have led to a growth in wealth. Economic protection was often over-ridden through a local black economy which was tolerated in general by the British. This relationship is commonly referred to as 'benign neglect' and there was little outward manifestation of a belief in uniting the colonies; if anything there was more inter-colony rivalry.</p> <p>However, to establish accuracy candidates may refer to signs of weakening in the relationship or to long term trends towards a breakdown in the relationship. The rapid development of the colonies, which had often been settled by those not willing to conform in Britain, was leading to discussion of more political and financial independence. There was a clear belief in the individual rights and liberties of colonists and liberties and in some colonies mercantilism was seen increasingly as favouring the British. There was growing discussion of economic links between colonies leading to ideas of economic unity. By ridding most of North America of French influence the very reason for the expensive protection of the colonies provided by the British had been lost.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the strength of the relationship with regard to different spheres of interaction and change over time, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on political ties or economic relations. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the reasons why it took eight years for the American colonists to emerge victorious from the War of Independence.</p> <p>Candidates may suggest the relative importance of a variety of factors or show how a variety of factors inter-linked to create a situation where, for many years, neither side was strong enough to gain the ascendancy. Responses may refer to initial British military strengths in comparison to the weaknesses of the newly formed Continental Army, the inability of Washington and other American military leaders to take advantage of British military blunders, the determination of the British not to lose the conflict even if they could not necessarily win, the delayed time it took for France and Spain to contribute effectively to the American effort and the sheer size of the campaigns and operations ranging over vast geographical distances. Responses may refer to problems in specific years such as the stalemate of 1779, when a lack of American troops meant that there was a lack of decisive engagements, or specific problems such as the indecisive nature of guerrilla warfare and the effect of in-fighting in the Continental Army. Candidates may also consider why it took so long for negotiations to bring the conflict to a satisfactory end when the British had surrendered at Yorktown in 1781.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the relative importance of a variety of factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on American as opposed to British reasons or vice versa. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

C3 The Slave Trade, Slavery and the Anti-Slavery Campaigns, c1760-1833

Question Number	Indicative content	Mark
5	<p>The question is focused on the practical operation of the Atlantic slave trade system in the years c1760-1833 and the extent to which both the trade in slaves and the plantation system in which they were forced to work changed. Candidates may choose to put the change over time into context by detailing the nature of the slave trade and the plantation system at the beginning of the essay. However, simple descriptions of both the trade and plantation system with some assumption that the Acts of 1807 and 1833 made a difference may only reach low Level 3. In order to securely achieve Level 3 and above the response must attempt to focus on the extent to which both these features changed over time. Responses may focus on operations from the perspective of the slaves and/or those who ran the operations. However, candidates who focus the success of the abolitionists or the work of the abolitionists without clear reference to operational changes are unlikely to be rewarded at the higher Levels. References to slave revolts may be relevant as a consequence or cause of change.</p> <p>Effective answers may seek to show the differences that may have resulted from the abolition Act of 1807 and the presumption of change to the plantation that might have been expected after 1833. Before 1807 the nature of both the trade in slaves and the plantation system was based on a continuous supply of slaves through the triangular trade. The trade itself could afford to be brutal in both its treatment of slaves on board and, although there were the beginnings of a plantation social system, on the plantation. In the 1790s legislation was passed to ameliorate some of the worst conditions on slave ships. The 1807 Act in theory stopped the supply of slaves across the Atlantic and, if slavery was to continue, required plantation owners to encourage slaves to reproduce more effectively. The British slave trade as a business came to an end but the slave trade across the Atlantic did not. Many slavers found ways around the ban and other countries continued to trade. It required the presence of the West Africa naval squadron to suppress the final vestiges of the British slave trade. With the trade illegal the conditions on slave ships, already inhumane, often got worse. With the slave trade banned the treatment of slaves on plantations and the organisation of the plantations required new management techniques. In the long term it was probable that the treatment of slaves would improve as owners were forced to take better care of a scarce commodity. Many plantations sought to 'reproduce' their slaves through families or slave communities. However, in the short term and definitely into the 1820s the conditions for many slaves became worse. The shortage of slaves created by the 1807 Act meant that the system of plantation gangs became more rigid with many women, children and older people added to gangs for the first time. Punishments had to be refined to work as deterrents but cut down on the loss of life. The registration of slaves after 1813 was designed to keep some record of the fate of slaves and early registers clearly showed a decline in the slave population. Some candidates may point out the plantation system was not the only production method used and that other more community-based systems were introduced after 1807 in some areas.</p>	30

	<p>Answers at Level 5 will have a secure focus on the question, will consider the extent of change in both parts of the system across the whole time period, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on either the slave trade or the plantation system. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	
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Question Number	Indicative content	Mark
6	<p>The question is focused on the extent to which William Wilberforce was most responsible for the abolition of the slave trade in 1807. Candidates may choose to approach this question by focusing on the short term achievement of abolition in 1807, focusing on the long term forces behind abolition or an amalgamation of the two. However, candidates who focus more on the long term should show clearly how the factors led specifically to abolition in 1807. It is also possible that some candidates will focus on the role of Wilberforce in relation to other individuals. Once again this is a valid response but there must be some consideration of their role in relation to the achievement of abolition in 1807 and in comparison to Wilberforce. Responses that explain the contribution of Wilberforce and several different individuals with implicit reference to relative importance are likely to achieve no more than Level 3 with those that assert importance unlikely to achieve more than mid-Level 4.</p> <p>William Wilberforce was the public face of the abolitionists within Parliament. It required Parliament to pass legislation and so as the most ardent of parliamentary supporters he was able to support the work of the Clapham Sect and represent the views of many non-conformists who had no access to political life. He worked tirelessly in the face of illness and from 1806 onwards made a concerted effort to persuade both parliament and leading government figures of the moral and economic arguments in favour of abolition. Recent historical debate has suggested that his role may have been over-played and that other individuals were just as significant or that the role of the Clapham Sect, abolition societies and religious groups worked collectively to change the climate of opinion. There is some suggestion that his long and tedious speeches in parliament and innate conservatism may have slowed progress at times. Candidates might establish the extent to which he was responsible by looking in detail at the events surrounding the passage of the act, in particular the parliamentary politics involved, or by looking at the relative responsibility of other individuals such as Clarkson, Pitt or Grenville. A longer term perspective might suggest that Wilberforce was only able to sway parliament once the moral arguments were not undermined by the effect of the French Revolution and the economic arguments in favour of the slave trade were becoming less pertinent.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the responsibility of Wilberforce and the relative importance of other relevant points/factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on the role of individuals, for example. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

C4 Commerce and Conquest: India, c1760-c1835

Question Number	Indicative content	Mark
7	<p>The question is focused on the nature of the relationship between traditional Indian rulers and British forces and the extent to which Indian rulers had been brought under the control of the British by 1813.</p> <p>At the end of the Seven Years War the East India Company had control over the Carnatic, most of Bengal and Bombay. To establish power further relationships with, or conquest of, the traditional Indian princes would need to be achieved. In particular, the power of Mysore endangered the control of the Carnatic while the central Maratha powers were also capable of producing instability. The Governors-General were able to establish control over the India rulers with varying success. Warren Hasting attempted to establish alliances with Indian rulers, such as the ruler of Awadh, which were a compromise between non-intervention and conquest. Ultimately 40% of India would be made up of such Princely states, which in return for nominal independence allowed the presence of a British Resident as adviser and relied on British military protection. However, in 1778 Hastings was forced into conflict with the Marathas resulting in the protection of Bengal and the direct expansion into some Maratha territory and in 1780 Madras was only just saved from occupation by the ruler of Mysore. It was under Governor-General Wellesley that the combination of either subordinate alliance or direct conquest allowed the British to control most of the sub-continent. During his governorship Tipu of Mysore was defeated to be replaced by a 'puppet ruler', the Nizam of Hyderabad was forced into signing a defensive treaty, the whole of the Carnatic and the areas around Bombay were secured and the final war against the Marathas begun. After 1813 the only Indian territory of any significant independence were the Maratha, which were about to be defeated under Governor-General Hastings, and the Punjab territories of Ranjit Singh. Candidates may suggest that the majority of Indian rulers had been firmly brought under British control by 1813 or that, despite direct control of much territory, the vast expanse of India meant that the British relied on the collaboration of Indian princes who could, if they wished, reject British influence at a later date. It was only after 1813 that a systematic attempt was made to ensure that the princely states were ruled by supportive rulers.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the extent to which control had been achieved by 1813, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on events in Mysore. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. A Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on British ambitions to expand and consolidate British influence over the Indian subcontinent in the years 1763-1835 and the extent to which these were motivated mainly by commercial consideration.</p> <p>Candidates might suggest that the East India Company, private individuals and the British mercantile economy in general were all supportive of the expansion of British control over India in order to maximise commercial gain. The establishment of the East India Company as the pre-eminent power over the sub-continent after the Seven Years' War, its relationship to the taxation system in India and the development of both Indian raw materials and exports over the period all point to the need to establish control and create the security required for commercial gain. However, to establish relative importance candidates might suggest alternative factors or explain the inter-dependency of factors in the expansion of British control. Other factors that might be discussed include imperial rivalry with other European powers, the need to protect British prestige, conflict with the Indian traditional rulers, the ambitions of individual Governors-General, such as Wellesley, and the self-fulfilling need to protect the original gains made as a result of the Seven Years' War.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider commercial consideration as the motivating factor in the consolidation and expansion of British influence across the period relative to other possible factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on Anglo-French rivalry in the earlier years of the time period. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. A Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

C5 Commerce and Imperial Expansion, c1815-70

Question Number	Indicative content	Mark
9	<p>The question is focused on the development of the British Empire after 1815 and requires an analysis, and evaluation, of the significance of the British victory in the Napoleonic Wars for this development.</p> <p>Candidates may approach this question with specific focus on the British victory and/or with reference to the relative significance of other factors. Candidates may suggest that the British victory was significant in a number of ways and which fuelled the development of the British Empire for much of the period. Britain gained colonial territories as a result of the defeat including Caribbean islands, Malta, Mauritius and the Cape of Good Hope and ensured the final loss of French influence in the Indian sub-continent. These gains allowed Britain to consolidate its pre-eminent position on the seas and in India. The strategic value of Malta, Mauritius and the Cape allowed for the use of both gun-boat diplomacy and, until the building of Suez Canal (1869), ensured the sea route to India. The forty years of peace which followed and the loss of its major international rival meant that, despite an initial loss of the war economy, Britain was able to exploit its empire without external interference or the need to invest in the protection of a land army. Both the nature of the defeat and the gains made, it could be argued, stimulated the Empire of the nineteenth century. However, to establish significance responses might suggest that apart from Cape Colony the territorial gains were not that great and the French influence in India had been minimal since 1763. The significance of the wars eroded rapidly and it could be argued that it was other factors such as economic considerations and moral imperatives which were more important during this period.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the significance of the British victory in 1815 and other relevant points, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus mainly on the territorial gains and international dominance achieved as a result of the victory. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. A Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the increase in British imperial influence and reasons why this increase occurred with such relative ease.</p> <p>Candidates should consider the relative importance of a variety of reasons or establish the inter-relatedness of causes in order to reach the higher levels. During the period c1815-1870 Britain was able to increase its influence both 'formally' and 'informally' with little opposition. Candidates might expand on a number of reasons for this such as the consequent lack of imperial rivalry after the defeat of France in 1815 and the relative weakness of other European powers, the economic resources created by industrialisation, the strength of the British navy, the weakness of opposition from indigenous populations and a laissez-faire attitude towards expansion in Britain itself. Some responses might question the ease with which Britain was able to increase its influence with reference to wars with China, events in India and Afghanistan and the need to use gun-boat diplomacy at various times, but this is not a requirement of a higher level response.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the relative importance of a variety of reasons with some consideration of the phrase 'with such ease', and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on the lack of rival powers or the power of the navy, for example. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. A Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

C6 Britain and the Scramble for Africa, c1875-1914

Question Number	Indicative content	Mark
11	<p>The question is focused on the process of British expansion in Africa in the years c1875-1914 and requires an analysis, and evaluation, of the suggestion that the process was dominated more by diplomacy than military conflict. In approaching this question candidates might suggest a variety of answers which refer to expansion in general or to different experiences at different times or in different geographical areas. At the high Level 4 and Level 5 there should be some balance in the discussion of both diplomacy and military conflict. Candidates may refer to British expansion in Africa in general and/or use case studies to highlight specific examples.</p> <p>It might be suggested that in southern Africa direct military conflict was more prevalent with the military action against the Zulus, the Boers and the Ndebele/Shona but that in east and west Africa following the Ashanti Wars of an earlier period and the Berlin West Africa Conference a combination of the use of chartered trading companies and agreements with the Germans, Portuguese and French led to more peaceful settlements. The situation in North Africa along the Nile Valley was perhaps more complicated with a combination of financial and diplomatic agreements along with military action. The purchasing of shares in the Suez Canal (1875) led to limited military action before the declaration of Dual Control (1878). Both military action and attempts at negotiation were used to attempt to bring the revolt of the Mahdi to an end but the death of Gordon (1885) brought calls for military action, though it would take until 1896 for Kitchener to advance into the Sudan. In 1898 the Fashoda Crisis on the Nile showed that in this region military conflict between major European powers would be unlikely and in 1899 the Anglo-French agreement over the Nile Valley was concluded. Some candidates might suggest that in the Scramble for Africa between European powers the statement is indeed accurate and that where possible the British attempted to negotiate with local rulers. However, attempts by indigenous or settled groups to resist British expansion more often than not led to military conflict before the British could achieve their goal.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the accuracy of the statement throughout the period with specific references to treaties, agreements and military conflicts, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on the results of military conflict. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. A Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the attitudes within Britain towards Empire and the extent to which these attitudes were changed by Britain's involvement in the Second Boer War. Relevant responses may focus on the specific unfolding of the War itself and/or with reference to the consequences of the War in general. At the higher Levels candidates will be clearly focused on the extent to which attitudes were changed in Britain perhaps with reference to politicians, newspapers or the general public. Lower Level responses will probably describe change or make general statements regarding change. Responses which assume that the Second Boer War led to a whole-scale rejection of Empire are unlikely to achieve above a low Level 3.</p> <p>Before Britain's involvement in the Second Boer War there was already a complex attitude towards the British Empire within Britain. Conservative and Liberal governments had both overseen imperial expansion but from different perspectives and the public had come to expect imperial victory, despite well publicised defeats. In the popular press and entertainment there appeared to be a 'jingoistic' attitude but this was not universal and there was already debate about the advantages of Empire. It was clearly expected that the war against the Boers would take little time and would lead to victory. However, early losses and, in particular, the 'Black Week' of December 1899, led to some discouragement and the Conservatives were able to use the issues that this raised about the army and empire along with the support aroused by later victories in 1900 to win the 'Khaki' election. This support for Conservative views, however, became much more complicated in the following two years of war, which saw the British unable to overcome commando warfare effectively and the British use of concentration camps to attempt to subdue the Boer population. The scandal and controversy caused by British tactics and the revelations as to the state of the nation's physical health and military preparedness led to a more clearly diverse range of attitudes after the war. A small minority of Liberal supporters along with the newly emerging Labour politicians began to question the Empire as a whole. Most Liberals still accepted the British Empire but looked for some development of a wider commonwealth of nations; Dominion forces had been required to help in the war. The Conservative government and many Conservative supporters remained wholly supportive of Empire but looked to secure and protect Britain through the use of diplomatic alliances with other leading nations as well. Even Imperialists looked to the weaknesses shown by the war and argued for a greater 'national efficiency' to prepare Britain for its role as ruler of Empire. Out of this would come army reforms, welfare reforms and an arms race with its European rivals. In the period after 1902 the British began to devolve power to its Dominions and consider the nature of rule in India but still continued to expand in Africa.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the extent of change with some consideration of different initial vie points, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on general rather than specific changes in attitude. Level 3 answers will attempt analysis</p>	30

	<p>with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. A Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	
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C7 Retreat from Empire: Decolonisation in Africa, c1957-81

Question Number	Indicative content	Mark
13	<p>The question is focused on the growth of African nationalism in the 1950s and 1960s and the extent to which the main reason for this growth was the declining prestige of Britain in the post-war, Cold War context. References to Nasser/Egyptian nationalism in the context of the Suez Crisis will be relevant but at the highest Levels candidates should be aware that that this was in relation to control of the Canal and economic influence rather than to gain political independence. Candidates may refer to the growth of African nationalism in general and/or use case studies to highlight specific examples.</p> <p>Although nationalist groups had been present in Africa since the early 1900s, African nationalism, mainly led by the urban, educated elite and men who had served in World War II, grew rapidly from the 1950s. Candidates might suggest that African nationalism used the decline in Britain's prestige as both a reason to question British rule in Africa and as an opportunity to press for greater political independence. Britain had given up its Indian and most of its Far Eastern colonies in the years immediately after World War II and this acted as a catalyst for African hopes. Britain's reliance on America was obvious as successive US presidents from Roosevelt to Kennedy pressed Britain to consider decolonisation. The relative inability of the British to deal effectively with Mau Mau and the humiliation of Britain by an African nationalist leader in the Suez Crisis of 1956 seemed to underline the lack of prestige and suggest opportunities.</p> <p>To establish relative importance, however, candidates might suggest other more important influences on the growth of African nationalism or highlight the complex inter-relations of different factors. Other factors that might be considered are the influence of changing ideological attitudes towards imperialism globally, the growing failures of British policies in the colonies themselves, the emergence of an educated, organised African political elite and the examples of different types of nationalist experiences in Africa itself. Response might refer to the failures of the Tanganyika groundnut scheme and the attempt to establish the white-settler dominated CAF, the emergence of leaders such as Nkrumah, Kenyatta and Nyerere and the experiences of Egyptian nationalism, democratic transition in Ghana and the Mau Mau.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the importance of the decline prestige relative to other factors across the time period and with some reference to different geographical areas, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on general rather than specific examples; the amount of relevant and accurate exemplification should be rewarded within the Level bands. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. A Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on the speeding up of the decolonisation process in the years 1957-65 and the extent to which this was caused by increased opposition within the African colonies themselves. References to Nasser/Egyptian nationalism in the context of the Suez Crisis will be relevant but at the highest Levels candidates should be aware that that this was in relation to control of the Canal and economic influence rather than to gain political independence. Candidates may refer to the speeding up of decolonisation in general and/or use case studies to highlight specific examples.</p> <p>A timetable for African decolonisation had not been specifically laid out before the initial independence of Ghana in 1957. Difficulties caused by nationalists in organising the transition to independence in Ghana itself had led to a flexible response to the final granting of independence and it was considered that as colonies became 'capable' of ruling themselves independence would be offered over a matter of decades. However, it is clear that the time-frame for decolonisation was rapidly speeded up in the years after 1957. Candidates might suggest that growing opposition to British rule was a major reason for the changing plans but will probably suggest that other factors were relatively more important. Responses may refer to the inability of the British to deal with Mau Mau opposition during the 1950s, the belligerent stance of Nasser to the British during the Suez Crisis and the growing opposition of African nationalist groups to the slow pace of reform. It was increasingly clear that Africans were willing to stand up to British rule as the plans for the Central African Federation were undermined by African opposition and in both Kenya and Tanzania nationalists were advocating the peaceful opposition methods of Gandhi in India and the parallel civil rights movement in the USA. Some candidates may also suggest that African opposition was an argument used by many to slow down rather than speed up the process.</p> <p>To establish relative importance candidates might suggest that after 1957 other factors were just as important or more important or show the inter-relatedness of the major influences. Other influences which might be suggested are the leadership of British politicians such as Harold Macmillan and Iain Macleod, economic factors, particularly the cost-benefit analysis of colonies carried out by Macmillan, international-strategic considerations and the changing moral attitudes towards imperialism. Some candidates might suggest that, although not directly responsible for the increased pace of decolonisation, growing African opposition indirectly led to Western fears of the spread of Communist ideology in the Cold War world and hence the need to speed up the process.</p>	30

	<p>Answers at Level 5 will have a secure focus on the question, will consider the importance of African opposition, both violent and non-violent, in the speeding up of the decolonisation process with some reference to different geographical areas, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on general reasons rather than specific exemplification; the amount of relevant and accurate exemplification should be rewarded within the Level bands. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. A Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	
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