

Mark Scheme (Results) January 2011

GCE

GCE History (6HI01/C)

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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 factual material 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 focus of the question is on the reasons for the growth of the British Empire in the years c1680-1763, and requires an analysis, and judgement, of the role of British merchants in this process. Answers may support the suggestion with reference to the needs of British merchants for raw materials and primary produce and increased markets. Candidates may refer to the development of trade with the American and Caribbean colonies, the development of the slave trade in West Africa and growing influence in India. Responses may include references to specific trading companies. However, candidates may also challenge the suggestion with reference to other reasons for expansion such as new settler colonies in the Americas, territorial gains made from European conflict, the increasing importance of national prestige amongst European powers. A simple descriptive outline of the role of British merchants and/or the growth of Empire will be marked within Levels 1 and 2, and progression will be based on relevance and range of accurate material. Those who offer some implicit analysis of the requirements of British merchants will access Level 3, though there may be substantial passages of narrative. At Level 4 there will be an explicit attempt to assess the role of British merchants compared to other factors, such as rivalry with other European powers, though the answer may be unbalanced. At Level 5 there will be some attempt to develop alternative arguments within a broadly balanced response, while the best may attempt to evaluate or integrate conflicting arguments into an overall judgement, such as suggesting that although the needs of merchants were important victories against European rivals led to favourable trading conditions which further expanded Empire.</p>	30

Question Number	Indicative content	Mark
2	<p>The focus of the question is on the growth of the British Empire in the years c1680-1763, and requires an analysis of the extent to which rivalry with France was the most important reason for this expansion. Answers may support the suggestion with reference to the international and/or economic rivalry between Britain and France at this time. Candidates may refer to increasing trade rivalry in areas such as North America, the Caribbean and India and/or to the significance of wars involving Britain and France, such as the wars against Louis XIV, the war of the Austrian Succession and the Seven Years' War. Specific mention may be made to the territorial gains made from the Treaty of Utrecht (1713) and the Peace of Paris (1763) and the consequent naval expansion and mercantile gains. Candidates may challenge the importance of the rivalry with France with reference to other reasons such as the growth of trading companies, the importance of the slave trade, the growing desire for European and international prestige in general, the growth of settler colonies and increasing government intervention. At the higher Levels some candidates might suggest that rivalry with France became more important over time referring to the initial importance of the trading companies with colonial gains from European wars being subsidiary but that from the 1740s, in particular, territorial gains overseas became an integral part of the ever growing rivalry with France. A simple descriptive outline of imperial expansion and/or the rivalry with France will be marked within Levels 1 and 2, and progression will be based on relevance and range of accurate material. Those who offer some implicit analysis of the reasons for expansion and/or the role of Anglo-French rivalry will access Level 3, though there may be substantial passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the role of Anglo-French rivalry compared to other reasons though the answer may be unbalanced. At Level 5 there will be some attempt to develop alternative arguments within a broadly balanced response, while the best may attempt to evaluate or integrate conflicting arguments into an overall judgement.</p>	30

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

Question Number	Indicative content	Mark
3	<p>The focus of the question is on the reason for the length of the War of Independence. It requires an analysis of the initial strength of the colonial forces and the contribution played by foreign alliances. Answers may focus on the weaknesses of the colonial forces and/or the contribution of foreign alliances with France and Spain. Candidates may refer to the early difficulties of the colonial armies with organisation and supply and the difficult winters at Valley Forge, the inability of the colonists to gain complete victory in the north, the victories gained in the south after the entry of France into the war and the French contribution at Yorktown. The accuracy of the statement may be challenged by reference to other factors such as the inability of the British forces to take advantage of early successes, the reluctance of the British government to use its full might in the hope of compromise, the geographical spread of the war and divisions amongst colonists. Some candidates may suggest that the foreign assistance was only given when the strength of Washington's army and leadership skills were clearly shown at Saratoga. A simple description of the course of the war and/or the role of foreign assistance will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the accuracy of the suggestion, though there may be passages of narrative or weakly developed analysis. Level 4 answers will assess directly the accuracy of the statement, though balance is not required. Answers at Level 5 will include some attempt to evaluate the accuracy of the suggestion in a broadly balanced response, while the best may attempt an integrated overall judgement.</p>	30

Question Number	Indicative content	Mark
4	<p>The focus of the question is on the impact of the American Revolution on British politics in the years 1775-89. Candidates should refer to the reasons why the American Revolution led to political instability in Britain and refer to their relative importance. Answers may refer to the differences in Britain over the response to actions of the colonist, the progress of the War of Independence and the ideas related to the American Revolution. It is possible that the extent of destabilisation may be challenged by reference to change over time, perhaps suggesting that British politics was more stable after the end of the War of Independence, but this is not required. A simple description of the impact of the American Revolution on British politics will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address causation, though there may be substantial passages of narrative or descriptive material or weakly developed supporting evidence. Level 4 answers will focus directly on the statement, considering a variety of reasons for the disruption, and begin to compare reasons, although balance is not necessary at this level. At Level 5 will be those who make some attempt to evaluate the reasons for destabilisation, perhaps by referring to the importance of one factor in relation to others and/or evaluating change over time to establish conflicting arguments in a broadly balanced response. The best responses may evaluate or integrate reasons into an overall judgement.</p>	30

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

Question Number	Indicative content	Mark
5	<p>This focus of the question is on the main influences behind the campaigns to abolish the slave trade and slavery in the years c1760-1833. Answers may refer to the role of religious groups such as the Quakers, Evangelicals and the Clapham Sect in the campaigns against slavery. Candidates may make reference to their determination to abolish the slave trade and slavery, their moral influence and the campaign methods used by religious groups. Other relevant influences that may be used to assess and evaluate the given factor may include the contribution of individuals such as Clarkson, Wilberforce and Buxton as opposed to groups and the need for support from Parliament to achieve abolition despite the moral force of religious beliefs. Some candidates may refer to the significance of different groups/individuals at different times. At Level 1 the candidate will make simple statements about religious groups or the abolition campaigns. A response which provides a broadly accurate narrative of the role of religious groups and/or the campaigns should be marked at Level 2. Level 3 responses may also provide broadly accurate narrative answers but with implicit or partial links to the religious groups as a driving force and/or other influence or will begin to assess extent but with weakly developed supporting evidence. At Level 4, candidates should consider explicitly the extent to which religious groups were the driving force, perhaps with reference to the role of the Quakers, and should analyse the extent of the importance of the given factor in comparison to other relevant influences, although balance related to judgement is not required. At Level 5, the focus of the question should be directly addressed and candidates will attempt to evaluate explicitly the extent to which religious groups were the driving force behind the campaigns.</p>	30

Question Number	Indicative content	Mark
6	<p>The focus of the question is on the nature of slavery in the British Empire in the years c1760-1833 and requires an analysis of the importance of role of the family in the lives of slaves. Answers may focus on the role of family in the lives of slaves with reference to the growth in the number of family units over time and the social functions of family such as caring for the young and old, providing some stability, passing on culture, providing survival strategies and defying the inhumanity of slavery. In order to assess the importance of family, candidates may refer to change over time, perhaps referring to the effect of the abolition of the slave trade on families, geographical differences or the importance of other cultural and social factors in the lives of slaves such as religion and areas of African origin. Some answers may suggest that despite the significance of family to many slaves families were always under threat or that the nature of family was more communal than nuclear or that the role of the family changed over time, perhaps becoming more important after the abolition of the slave trade. A simple descriptive outline of the role of the family in the lives of slaves will be marked in Levels 1 and 2, and progression will be based on relevance and range of accurate material. At Level 3 will be those who begin to assess the role of the family, though there may be substantial passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the importance in comparison to other aspects or change over time, although at this level balance is not required. At Level 5 there will be some attempt to address 'how important', by presenting conflicting arguments or the relative importance of other aspects of the lives of slaves in a broadly balanced response, while the best responses may attempt to evaluate or integrate them into an overall judgement.</p>	30

C4 Commerce and Conquest: India, c1760-c1835

Question Number	Indicative content	Mark
7	<p>The focus of the question is on the reasons for the expansion of British influence in India in the years c1760-1815, and requires an analysis, and judgement of, the importance of the British victory in the Seven Years War in that expansion. Answers may support the suggestion with reference to the importance of the territorial and trading gains made by the defeat of France, the ability of the British to take advantage of the situation to bring indigenous Indian rulers who might be supported by France under British control and the extension of commercial activity without French competition. However, candidates may also challenge the suggestion with reference to other factors such as the weakness of indigenous Indian rulers, the commercial ambitions of the East India Company, the need to increase revenue, government encouragement to increase British prestige, the Revolutionary/Napoleonic Wars and the ambitions of individual governors-general or suggest that different factors were important at different times or in different geographical areas of India. A simple descriptive outline of the effect of the French defeat and/or the growth of British influence in India between c1760-1815 will be marked within Levels 1 and 2, and progression will be based on relevance and range of accurate material. Those who offer some implicit analysis of the role of the French defeat and/or other factors will access Level 3, though there may be substantial passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the impact of the French defeat compared to other factors, such as co-operation with Indian Princes, though the answer may be unbalanced. At Level 5 there will be some attempt to develop alternative arguments within a broadly balanced response, while the best may attempt to evaluate or integrate conflicting arguments into an overall judgement such as suggesting that the French defeat was important at the beginning of the period but that later co-operation and conflict with the Indian Princes was more important.</p>	30

Question Number	Indicative content	Mark
8	<p>The focus of the question is on the moral dimension of British influence in India and the extent to which Christian missionary activity was successful in the 1820s and 1830s. Answers may refer to the growing missionary activity in India, particularly in the south during the 1820s and 1830s, the attempts to introduce education, missionary influence in the campaigns against thuggee and suttee, and challenges to injustice from Company rule. To determine success candidates may refer to the lack of success in influencing conversion, early hostility to missionaries from Company officials, Company reluctance to support the extension of education, resistance from indigenous communities in comparison with later support for Christian activity in the 1830s, including the arrival of more sympathetic Company officials and the growing belief in the role of education in the creation of an indigenous Indian progressive class. A simple descriptive outline of Christian missionary activity in the 1820s and 1830s will be marked in Levels 1 and 2, and progression will be based on relevance and range of accurate material in reference to success. At Level 3 will be those who begin to assess the success of missionary activity, though responses at this level are likely to include substantial passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the success of missionary activity by considering both positive and negative outcomes. However, at this level balance related to judgement is not required. At Level 5 there will be some attempt to offer a broadly balanced response with an evaluation or overall judgement.</p>	30

C5 Commerce and Imperial Expansion, c1815-70

Question Number	Indicative content	Mark
9	<p>The question focuses on the reasons for the expansion of the British Empire in the years 1815-70 and the extent to which this was due to the activity of Christian missionaries. Answers may focus on the work of missionaries in various parts of the Empire including Africa, Asia and the Caribbean. Candidates may refer to the role of missionaries in expanding 'informal' influence through work with indigenous communities and the ex-slave communities in the Caribbean and attempts to encourage the British government to extend both 'informal' and 'formal' empire as a part of their moral mission. Candidates may challenge the influence of missionaries by reference to the lack of 'formal' expansion as a direct result of missionary activity and the contribution of other factors to expansion such as trade, military conflict, emigration and resistance to East India Company rule. Some candidates may refer to different circumstances in different geographical areas. A simple description of Christian missionary activity and/or the expansion of the British Empire will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the role of Christian missionaries and/or other influences, though there may be substantial passages of narrative or descriptive material or weakly developed analysis. Level 4 answers will focus on Christian missionary activity as a factor in the expansion and compare with other factors, although at this level balance is not required. At Level 5 will be those who make some attempt to evaluate extent by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
10	<p>The question focuses on the nature of British imperial expansion in the years 1815-70 and the extent to which expansion was more 'informal' than 'formal'. Answers may support the suggestion with reference to the spread of trading, moral and diplomatic influence in areas such as South America, Africa, Asia and China. However, candidates may also challenge the suggestion with reference to increased control over strategic islands, the Caribbean, southern Africa, west African ports, China and Australasia. A simple descriptive outline of the expansion of British imperial influence will be marked within Levels 1 and 2, and progression will be based on relevance and range of accurate material. Those who offer some implicit analysis of the nature of the expansion will access Level 3, though there may be substantial passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess 'informal' compared to 'formal', such as the nature of expansion in South America compared to India, though the answer may be unbalanced. At Level 5 there will be some attempt to develop alternatively a broadly balanced response perhaps with reference to differences over time or geographical area, while the best may attempt to evaluate or integrate conflicting arguments into an overall judgement.</p>	30

C6 Britain and the Scramble for Africa, c1875-1914

Question Number	Indicative content	Mark
11	<p>The question focuses on the nature of British expansion in Africa after 1885 and the consequences of the Berlin West Africa Conference. Answers may focus on the attempts of the British to define spheres of influence in west, east, central and north-east Africa in the years after 1885 in relation to German and French rivalry in particular, leading to formal agreements. Candidates may challenge the extent by reference to the speed with which events happened and the nature of British control, perhaps suggesting that the British tended to use Chartered Companies as a source of government rather than direct rule and that other factors such as rebellion or economic difficulty were the reasons for the establishment of formal colonies. A simple description of the Berlin West Africa Conference and/or colonial expansion after 1885 will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the role of the Berlin West Africa Conference in the expansion of British influence in Africa, though there may be substantial passages of narrative or descriptive material or weakly developed analysis. Level 4 answers will focus on the role of the Berlin West Africa Conference in 'speeding up' colonisation perhaps with reference to other factors or different geographical areas, although at this level balance is not required. At Level 5 will be those who make some attempt to evaluate extent by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement. Some candidates may challenge the extent to which the process of colonisation was speeded up or suggest that the Conference encouraged Britain to support Chartered Companies.</p>	30

Question Number	Indicative content	Mark
12	<p>The question focuses on the effectiveness of British military action in southern Africa in the years 1879-1902 and the extent to which it was hindered by underestimating the opposition. Answers may focus on the difficulties encountered by the British in the Anglo-Zulu Wars, the First Boer War and the Second Boer War. Some candidates may refer to military action in Southern Rhodesia in the 1890s. Candidates may refer to the underestimation of Zulu strength in 1879, the defeat at Majuba Hill, the difficulties encountered in countering Boer commando warfare and early defeats of the Second Boer War. The accuracy of the statement may be challenged by reference to other factors such as the territorial advantages of the opposition, organisation and the weak leadership of the British forces or to the eventual victory in all of the military actions. A simple description of British military action in southern Africa will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the accuracy of the suggestion, though there may be passages of narrative or weakly developed analysis. Level 4 answers will assess directly the accuracy of the statement, though balance is not required. Answers at Level 5 will include some attempt to evaluate the accuracy of the suggestion in a broadly balanced response, while the best may attempt an integrated overall judgement.</p>	30

C7 Retreat from Empire: Decolonisation in Africa, c1957-81

Question Number	Indicative content	Mark
13	<p>The question focuses on the process of British decolonisation in Africa and the extent to which the rate of decolonisation was determined by the nature of the colonies gaining independence. Answers may refer to the early independence gained from the administrative as opposed to settler colonies of west and central-east Africa, and in particular to the situation in Southern Rhodesia. Other relevant factors that may be used to assess and evaluate the given factor may include the economic situation in Britain, the growing international opposition to Empire, the acceptance of independence by the Macmillan government and the inability of the British to counter the growing forces of nationalism. Some candidates may refer to changing influences over time or to specific situations, for example, the consequences of Mau Mau in granting independence in Kenya. Some candidates may refer to the significance of different factors at different times. At Level 1 the candidate will make simple statements about the process of decolonisation or the presence of white settlers in African colonies. A response which provides a broadly accurate narrative of the process of decolonisation and/or the role of settler colonies in the process should be marked at Level 2. Level 3 responses may also provide broadly accurate narrative answers but with implicit or partial links to the significance of the presence of white settlers or will begin to assess extent but with weakly developed supporting evidence. At Level 4, candidates should consider explicitly the extent to which the presence of white settlers was responsible for the nature of the process, perhaps with reference to the Gold Coast and Southern Rhodesia, and may analyse the extent of the importance of the given factor in comparison to other relevant factors, although balance related to judgement is not required at this Level. At Level 5, the focus of the question should be directly addressed and candidates will attempt to evaluate explicitly the extent to which the given factor was the 'most important' influence.</p>	30

Question Number	Indicative content	Mark
14	<p>The question focuses on the reasons for the growth of African nationalism from the later 1950s and the extent to which this was caused by the changing attitude of the British government towards Empire. Answers may support the suggestion with reference to the acknowledgement by Macmillan's government of the economic, political and social reasons for independence and the encouragement which this gave to the nationalist movements. However, candidates may also challenge the suggestion with reference to the growth of nationalism post-1945, the emergence of educated African nationalist leaders and both peaceful and violent demonstrations of nationalist strength in west and east Africa and other parts of the world. A simple descriptive outline of the changes in attitude of the British government towards independence and/or the growth of African nationalism will be marked within Levels 1 and 2, and progression will be based on relevance and range of accurate material. Those who offer some implicit analysis of the role of the changing attitude of the British government and/or other factors will access Level 3, though there may be substantial passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the role of changing government attitudes compared to other factors, such as changing African perceptions of Britain, though the answer may be unbalanced. At Level 5 there will be some attempt to develop alternative arguments within a broadly balanced response, while the best may attempt to evaluate or integrate conflicting arguments into a overall judgement such as suggesting that economic difficulties in Britain led to changing government attitudes towards independence which encouraged African nationalists to challenge British rule in India.</p>	30

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