

AS
HISTORY
7041/1J

The British Empire, c1857–1967

Component 1J The High Water Mark of the British Empire, c1857–1914

Mark scheme

June 2019

Version: 1.0 Final

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

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

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

System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. Always provide a text box comment at the end of each answer.

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Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

The British Empire, c1857–1967

Component 1J The High Water Mark of the British Empire, c1857–1914

Section A

- 01** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of British attitudes to Empire in the years c1890 to 1914? **[25 marks]**

Target: AO3

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

Generic Mark Scheme

- L5:** Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context. **1-5**
- Nothing worthy of credit. **0**

Indicative content

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

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach to individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate or challenge.

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

- Britain had become pessimistic about the Englishman's innate superiority and the survival prospects of the Empire before the First World War
- before the war in South Africa and during its initial stages, Britain had exhibited confidence and extreme patriotism
- the Boer War was a massive trauma and was responsible for defeatist attitudes taking hold.

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

- contemporary attitudes to 'the condition of England question', including the case for national efficiency, and the well-being of the Empire as expressed by (eg) politicians, advocates of reform, commentators etc
- the extent to which confidence / arrogance / extreme patriotism was present in this period, including the evidence that 1900 represented a turning point; students may consider opinion leaders and look for evidence of popular attitudes, (eg) in press, literature etc
- the scale of the Boer War and its impact; students may consider (eg) political, military, economic, psychological aspects.

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

- the assumption that the British Empire would last (indefinitely) was commonly-held at this time
- any challenges to imperialism were limited to limiting further expansion of the Empire and attacking isolated abuses; the institution itself was not questioned
- the Boer War had created anxiety about the state of Britain, but 'empire' was widely perceived to be part of the solution to any identified problems.

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

- the perceived permanence of the British Empire may be discerned through reference to (eg) political, administrative, cultural evidence; underpinning racial assumptions may be inferred from political and cultural expressions
- criticism and support of imperialism may be analysed; students may refer to specific abuses (eg concentration camps, Chinese labourers etc) or more general approaches; support for imperialism may draw upon explicit and implicit evidence
- the 'reform agenda' of the post-Boer War era, including proposed social, economic and political reforms; students may comment on how individuals (as opposed to governments) responded to Empire.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might find that Extract A is correct to identify a sea change in British attitudes towards the Empire arising from the Boer War and see evidence of declining confidence in the political agenda of the Edwardian era. Alternatively, students may find that Extract A is too 'pessimistic' in its conclusion and perhaps mistakes heightened concern for the need to reform for fatalism regarding the Empire. Extract A may be seen to be indicative of the views of a vocal but relatively small radical section of society. Extract B may be found to be convincing in that the perceived permanence of Britain's power may be widely discerned in British society at this time and / or within the centrality of 'imperialism' to the reform agenda of the Edwardian era. Alternatively, students may challenge its assertions of contemporary British attitudes and / or distinguish between popular assumptions based on past glories and more considered analysis of current and future trends. Students may see relevance in the reference to 'periodicals and journals' in Extract A and see that this interpretation has more of a focus on intellectual opinion whereas Extract B may be found to be more broadly based.

Section B

- 02** 'Colonial administrators were the people who were most responsible for the extension of British influence in Africa in the years 1857 to 1890.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

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

Generic Mark Scheme

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

Indicative content

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

Arguments suggesting that colonial administrators were the people who were most responsible for the extension of British influence in Africa in the years 1857 to 1890 might include:

- specific actions of ‘the man on the spot’ may be seen to extend British influence; students might focus on (eg): colonial administrators who helped consolidate influence / define and develop British objectives, eg Baring in Egypt; colonial administrators who acted in defiance of British government, eg Gordon in the Sudan; colonial administrators who acted independently, eg Shepstone in the Transvaal etc
- British influence in Africa may be linked to the ambitions of colonial administrators (which may be contrasted with a more cautious and cost-sensitive approach from British government); colonial administrators may be seen to be powerful and influential publicists for imperial expansion
- the importance of colonial officials in spreading British influence may be seen to arise from the practicalities of colonial rule – this might include: the difficulties of exercising day-to-day control thousands of miles from Britain; the need to engage with elected representatives / leaders / groups in the colonies.

Arguments challenging the view that colonial administrators were the people who were most responsible for the extension of British influence in Africa in the years 1857 to 1890 might include:

- colonial administrators had limited power to act in defiance of British governments; ministers were able to determine the broad direction of policy and / or exercise control over colonial policy; students may focus on dismissal of specific colonial officials, eg Frere
- the expansion of British influence in parts of Africa may be seen to arise from economic activities, eg via chartered companies in the 1880s, with administration devolved to employees of these companies; celebrated colonial administrators (eg Goldie) were traders during much of this period; students may focus on individuals such as Rhodes
- the ability of colonial officials to exert / extend British influence in Africa may be seen to be dependent on (eg) its military, political, economic power etc; students may consider how far British influence was determined by other colonial powers and / or indigenous groups
- other agents, such as missionaries and explorers may be shown to have contributed more to the expansion of British influence in Africa; students may distinguish between (eg) different parts of Africa, different phases of expansion etc

Students may conclude that although British governments may have had expansionist objectives in their policies towards Africa during these years, it was impossible to manage the implementation of policy from London and so colonial administration played a critical role in extending British influence. Alternatively, students may conclude that political change in Britain translated into differences in policy abroad and so infer that control from London was key; students may also see colonial administrators as political appointments and so essentially extensions of government control. Students may focus on particular regions and / or distinguish between different parts of Africa – possibly arguing that colonial officials had greatest influence / autonomy in areas where there was least public interest – and may also identify change over time. Students may see other groups as more influential, for example missionaries, explorers, traders etc.

NB. Both Cecil Rhodes and George Goldie (vice governor from 1886) can be viewed as evidence for both the impact of traders or administrators. If they are being used as evidence for the impact of administrators ensure the evidence provided is within the date range of the question.

03 ‘The Empire brought few economic benefits to Britain in the years 1890 to 1914.’

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

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

Generic Mark Scheme

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

Indicative content

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

Arguments suggesting that the Empire brought few economic benefits to Britain in the years 1890 to 1914 might include:

- trade statistics may demonstrate that the British economy was more dependent on trade with countries outside the Empire; in the context of a free trade economy, imperial ties may be seen to have had little to offer and/or represent an ‘uncultivated estate’; commercial returns may be seen to be limited, eg; chartered companies did not return anticipated profits etc
- investment outside of the Empire may be seen to be growing at this time; large parts of the Empire, notably the new African colonies, may be perceived to be small relative to investment elsewhere; the attempts by Chamberlain to stimulate trade / investment may attest to the difficulties of opening up the imperial economy etc
- many of Britain’s colonial interests may be shown to be strategic rather than economic; the cost of establishing and maintaining control and administration in new and potentially hostile areas may have limited the value to Britain; the cost of maintaining an imperial infrastructure, including the need to fight costly wars, may be seen to have translated into higher taxes / lower living standards for the British people etc
- the British economy may be seen to have been hampered in the medium / long-term, eg competitiveness / innovation may have been stifled, investment abroad may be seen to be at expense of the domestic economy etc.

Arguments challenging the view that the Empire brought few economic benefits to Britain in the years 1890 to 1914 might include:

- economic benefits may be seen in exports and imports; some parts of the Empire, notably India, may be shown to be very significant to the British economy, eg cotton and tea imports, ‘captive’ markets for manufacturing exports etc; students may refer to specific trade with Canada, Australia, West Indies etc
- control of key strategic assets may be seen to be vital to British economy, eg the Suez Canal became the main corridor for British trade with India, the Far East and Australia etc
- the Empire may be shown to have become vital to Britain’s economy in ways other than trade, eg investment, financial services etc
- the Empire may be seen to have had an indirect economic value to Britain and its people (eg in supporting shipping, sustaining army careers, colonial service etc).

In arriving at a judgement, students may assess the Empire’s economic benefits for Britain in a variety of ways, (eg) in terms of employment, investment and trade opportunities. Students may assess the benefits to individuals / groups as well as the country as a whole. In assessing ‘benefits’, students may make distinctions between regions and over time. Students may distinguish between the actual economic returns and contemporary perceptions of its importance, including what may happen in the future. Students may see Britain’s colonial conflict with other powers as indicative of perceived benefits; alternatively, the small colonial presence in most of the colonies (other than India) may be evidence of limited value / importance attached to Empire.