

Mark Scheme (Results) January 2010

GCE

GCE History (6HI01) Paper 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 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 role of trading companies in the British Empire and requires an analysis of, and judgement about, their impact on the expansion of Empire. Answers may refer to the general role of trading companies and/or individual trading companies such as the East India Company, Royal African Company and the South Sea Company. Candidates may refer to the worldwide trade of the companies stretching across the Americas, Africa and India and the Far East leading to settlement in the Caribbean & North America, the establishment of trading posts in West Africa, direct influence in India and more informal influence in America, connection to British imperial policy through regulation and charter, their role in the expansion of the slave trade and their role in stimulating British industrial expansion. Answers may challenge the 'success' of the trading companies by reference to the obstacles to trade and expansion posed by the company monopolies and restrictive practices, the relative failure of companies such as the Royal African Company and the South Sea Company and the difficulties of controlling colonies originally established through trading charters. A simple descriptive outline of the role of the trading companies 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 success of the trading companies, though there may be substantial passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess both positive and negative impact, although at this level balance is not required. At Level 5 there will be some attempt to address the extent of success, by presenting conflicting arguments or the relative significance of other factors in a broadly balanced response, while the best responses may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the increased involvement of British governments in the expansion of empire c1680- 1763 and requires an analysis, and evaluation, of the reasons for this involvement. Answers may refer to a number of reasons such as the desire to control trading activity through mercantilist policies such as the Navigation Acts, the need for trading companies and settler colonies to be defended particularly in the Americas, unease with the activities of the East India Company in India, concerns about growing demands from settler colonies, the need for naval bases to support the growing influence of the Royal Navy and the increasing importance of territorial acquisition in European power politics and European wars. Candidates may also perhaps challenge the extent to which governments did become more directly involved and suggest that there was little interest in increased 'formal' control of Empire during this period. A simple outline of British government policy will be marked in Levels 1 and 2, and progression will be based on relevance and range of accurate material. Answers which begin to provide a number of reasons for intervention will access Level 3, though there may be some substantial sections of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess a number of reasons for British government interest in expansion, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the relative significance of a number of factors in a broadly balanced response or evaluate by challenging the extent to which the British government became</p>	30

	directly involved, while the best responses may attempt to evaluate or integrate them into an overall judgement.	
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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 reasons for growing discontent in the American colonies 1763-75 and requires an analysis of, and judgement about, the extent to which this was caused by the end of Anglo-French rivalry in 1763. Answers may focus on the consequences of the defeat of France in 1763 as a catalyst for growing discontent. The end of the war and the acquisition of Canada reduced the reliance of the American colonists on Britain to provide defence of colonial borders from the French thus allowing the colonists more political independence. The British government felt that, with the growing economic and political development of the colonies, the costly defeat of the French meant that the colonists should begin to contribute financially to their future defence. Both of these factors led to discontent between the colonists and the Mother Country. Candidates may challenge the suggestion by reference to such causes as longer term economic and political disagreements, including the Navigation Acts and the control of State Assemblies, and the intransigence of both sides in the shorter term, including increasing taxation, the 'Intolerable Acts', the Philadelphia Congress and the rejection of the Olive Branch Petition. A simple descriptive outline of events in the American colonies from the end of the Seven Years War 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 impact of the end of Anglo-French rivalry on growing discontent, 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 end of rivalry on growing discontent compared to other factors and/or over time, although at this level balance is not required. At Level 5 there will be some attempt to address 'how far do you agree', by presenting conflicting arguments or the relative significance of other factors in a broadly balanced response, while the best responses may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the reasons for the victory of the American colonies in the War of Independence and requires an analysis of, and judgement about, the contribution made by the colonial forces. Answers may focus on the military strengths of the colonists such as knowledge of the terrain, control of communications, access to supplies, guerrilla tactics, the leadership of skilful generals such as Washington and American victories in battle such as Saratoga and Yorktown. A simple description of events leading to the American colonists' victory will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to assess the contribution of colonist military skill will access Level 3, though there may be some substantial sections of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the military prowess of the colonists in comparison with other factors, though balance is not required at this level. At Level 5 answers will clearly address 'how far' and will attempt to evaluate the relative significance of colonist military skills compared to other factors in a broadly balanced response. Other factors may include weaknesses of the British such as inefficient leadership, lack effective of communications and supplies, the ineffectiveness of the Navy and the use of a mercenary army</p>	30

	or the role of foreign support from the French. The best responses may attempt to evaluate or integrate conflicting arguments into an overall judgement.	
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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 reasons for the expansion of the slave trade in the last 40 years of the eighteenth century and requires an analysis of, and judgement about, the significance of British manufacturing in developing the trade. Answers may focus on the part which British manufacturers played in the Triangular Trade. Candidates may refer to the need for slaves to work on the plantations that provided raw materials such as cotton, sugar and coffee to be refined or processed in British factories and workshops, the manufacture of goods to be sold in exchange for the slaves in West Africa and the protected markets for manufacturer and consumer in the slave economies of the Americas. A simple description of the role of British manufacturers in the slave trade will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide analysis of the role of the manufacturers will access Level 3, though there may be some substantial sections of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the needs of manufacturers in comparison to other factors, though balance is not required at this level. At Level 5 answers will clearly address 'to what extent' the needs of British manufactures 'drove' the slave trade compared to other factors in a broadly balanced response. Other factors may include expansion of colonies in the Americas, the requirements of the mercantile trade and ship owners, the role of African participants and the 'wasteful' structure of the plantation economy. The best responses may attempt to evaluate or integrate conflicting arguments into an overall judgement.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the reasons for the abolition of slavery in 1833 and requires an analysis of, and judgement about, the extent to which it was driven by economic concerns in the West Indies. Answers may focus on the steady decline in the profitability of the plantation economies, particularly in sugar production, in the period from the abolition of the slave trade in 1807 due to increased competition and rising production costs resulting in the opposition of the 'sugar interest' being replaced with agreement dependent on compensation for the slave owners. Candidates may challenge the suggestion with reference to the resurgence of humanitarian and evangelical demands for abolition in the 1820s, the fear of general slave rebellion after the Jamaican uprising in 1831 and the reforming nature of the Whig government that came to power in 1832 or suggest that the plantation economies of the West Indies were still relatively profitable in 1833. A simple descriptive outline of reasons for the abolition of slavery and/or the economic situation in the West Indies 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 importance of economic concerns, though there may be substantial passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the economic situation in the West Indies compared to other factors, although at this level balance is not required. At Level 5 there will be some attempt to address 'how far' economic concerns were the 'primary reason', by presenting conflicting arguments or the relative significance of other factors 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 question is focused on the reasons for the development of British rule in India and requires an analysis of, and judgement about, the significance of Anglo-French rivalry in this development. Answers may focus on the continuous challenge presented to British rule in India by the French in India itself, as part of European great power politics and as supporters of the Indian Princes. Candidates may refer to British acquisitions as a result of the Seven Years War, the defeat of the Mahrattas and the appointment of Wellesley as Governor-General in direct response to the threat posed by France during the Napoleonic Wars. A simple outline of Anglo-French rivalry in India will be marked in Levels 1 and 2, and progression will be based on relevance and range of accurate material. Answers which begin to assess the impact of Anglo-French rivalry will access Level 3, though there may be some substantial sections of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the significance compared to other factors, though the answer may lack balance. Other factors may include the expansion of trade to meet the needs of British industrialisation, the increasing intervention of the British government in East India Company rule, the need to consolidate imperial territory after the loss of the American colonies, the actions of the Indian Princes and the activities of the Governors-General. At Level 5 there will be some attempt to evaluate the relative significance of Anglo-French rivalry in the period compared to a number of factors in a broadly balanced response, while the best responses may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on British expansion in India in the years c1760-c1835 and requires an analysis of, and judgement about, the extent to which the Indian Princes attempted to limit expansion. Answers may focus on the challenges of individual princes and/or the nature of the opposition and ability of the princes and tribal chiefs to mount opposition. Candidates may refer to the opposition posed by rulers such as the Mahrattas, Hyder Ali, and Tipu Sahib and the king of Ava and to the strength of opposition from powerful rulers of states with military traditions, access to modern weaponry and often in alliances with the French. The extent of opposition may be challenged by reference to the co-operation of individual princes, such as the ruler of Oudh, the military strength of the East India Company in countering opposition and the ability of the British to enforce subsidiary alliances or even formally annex territory when necessary. A simple descriptive outline of the relationship between the Indian Princes and the British 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 nature of the relationship, though there may be substantial passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the nature of the relationship, perhaps in relation to the Princes hindering and/or helping British expansion, although at this level balance is not required. At Level 5 there will be some attempt to evaluate the extent to which the Princes presented an obstacle to expansion in a broadly balanced response, while the best responses may attempt an integrated overall judgement.</p>	30

C5 Commerce and Imperial Expansion, c1815-70

Question Number	Indicative content	Mark
9	<p>The question is focused on the expansion of the British Empire c1815-1870 and requires an analysis of, and judgement about, the extent to which the British were motivated by moral considerations such as bringing peace, stability and civilisation. Answers may focus on the British attempts to establish a 'Pax Britannica' with reference to the influence of humanitarians in colonial administration, the attempts to enforce the abolition of slavery, the growth of missionary activity and the development of free trade policies. Candidates may perhaps challenge the extent to which moral considerations motivated expansion by reference to other factors such as the economic forces created by the Industrial Revolution, the role of trade, the East India Company, men-on-the-spot, the growth of settler colonies and international prestige. A simple descriptive outline of British imperial expansion c1815-1870 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 address the role of moral considerations, though there may be substantial passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the extent to which moral considerations were the main motivation in comparison to other factors, although at this level balance is not required. At Level 5 there will be some attempt to address 'extent' by presenting conflicting arguments in a broadly balanced response, while the best responses may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the role of the British Empire as a source of raw materials in the development of British industry c1815-1870. Answers may focus on the trading relationship between the Empire and British industry as a source for raw materials with reference to the global supply of raw materials to be refined, processed and manufactured such as sugar and coffee from the Caribbean, cotton and tea from India, cocoa and palm oil from West Africa, thus allowing manufactured and consumer goods to be sold in domestic, colonial and international markets. A simple outline of the supply of raw materials from the Empire and/or British industrialisation during the period will be marked in Levels 1 and 2, and progression will be based on relevance and range of accurate material. Answers which begin to provide an analysis of the contribution of raw materials from the Empire will access Level 3, though there may be some substantial sections of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the supply of raw materials compared with other factors, though the answer may lack balance. These other factors may include the demand from the Empire in manufactured and consumer goods, the development of an imperial infrastructure and the importance of trade with areas of 'informal' influence. At Level 5 there will be some attempt to evaluate the relative significance of a number of these factors compared to the supply of raw materials in a broadly balanced response, while the best responses may attempt to evaluate or integrate them into an overall judgement.</p>	30

C6 Britain and the Scramble for Africa, c1875-1914

Question Number	Indicative content	Mark
11	<p>The question is focused on attitudes in Britain towards the African Empire and requires an analysis of, and judgement about, the extent to which attitudes became more directly aggressive and populist in the years c1875-1914. Answers may focus on the increasing political and popular support for expansion and colonialism in Africa during this period by reference to government actions such as Disraeli's purchase of Suez Canal shares & Gladstone's intervention in Egypt, and popular support from newspapers for colonial adventures such as Gordon at Khartoum or Rhodes, activities in southern Africa culminating in the events leading to the Second Boer War. Candidates may challenge the extent to which 'jingoism' increased by reference to the initial reluctance of government to expand further, impact of defeats in the Zulu Wars and the First Boer War, the moral objections from anti-imperial opposition and the impact of the events of the Second Boer War on British attitudes. A simple descriptive outline of changing British attitudes towards the African Empire during this period 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 nature of British attitudes with reference to 'jingoism', though there may be substantial passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess nature of British attitudes perhaps in relation to the extent of change over time, although at this level balance is not required. At Level 5 there will be some attempt to address directly the extent to which attitudes became 'increasingly jingoistic', by presenting conflicting arguments in a broadly balanced response, while the best responses may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the reasons for the expansion of British power in Africa c1875-1914 and requires an analysis of, and judgement about, the extent to which individual 'men-on-the-spot' were responsible for this process. Answers may focus on the role of individuals in general and/or specific individuals such as Rhodes, Goldie, Lugard and Gordon in decisions made 'on-the-spot'. Candidates may refer to the nature of slow communications, government relationships with the Chartered trading companies, enthusiasm for imperialism and the belief in the 'white man's burden', the need to defend new territory through continued acquisition, the actions of Goldie and Lugard in west Africa, Rhodes' desire for an empire stretching from the Cape to Cairo and the military requirements of generals such as Gordon & Kitchener. A simple description of the activities of men-on-the-spot in Africa will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an analysis of role of individuals in the process of expansion will access Level 3, though there may be some substantial sections of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the role of men-on-the-spot compared to other factors, though balance is not required at this level. At Level 5 answers will clearly address the accuracy of the suggestion that men-on-the-spot were the most important factor in expansion and will attempt to evaluate the relative significance of other factors in a broadly balanced response. Other factors may include economic concerns, international prestige, strategic value, moral considerations and attitudes with Britain. The best responses may attempt to evaluate or integrate conflicting arguments into an overall judgement.</p>	30

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

Question Number	Indicative content	Mark
13	<p>The question is focused on the reasons for the decolonisation of African colonies in the years c1957-65 and requires an analysis of, and judgement about, the role of African nationalism in speeding up the process. Answers may focus on the increasing popularity of independence movements within Africa during this period and may refer to the influence and success of Nkrumah in Ghana, the consequences of Mau Mau in Kenya, growing instability supported by nationalist groups, the emergence of outstanding leaders such as Nyerere in Tanzania and the rejection of compromises such as the Central African Federation. Candidates may challenge the extent to which nationalism was responsible by reference to the long term development of independence movements and the role of other factors in 'speeding up' the process, such as Britain's decline as a world power, economic concerns in Britain, the influence of the USA, USSR & UN, attitudes towards empire in Britain, decolonisation by other European powers and the actions of Macmillan's Conservative government. A simple descriptive outline of the development of African independence movements and/or the decolonisation process c1957-1965 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 contribution of African nationalism, though there may be substantial passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the extent to which African independence movements contributed towards decolonisation compared to other factors, although at this level balance is not required. At Level 5 there will be some attempt to address the extent to which the growth of African nationalism 'speeded up the process', by presenting conflicting arguments or the relative significance of other factors in a broadly balanced response, while the best responses may attempt to evaluate or integrate them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on the nature of the transition from colonial to independent rule in west and east Africa in the 1960s and 1970s and the extent to which it was more peaceful in west Africa. Answers may focus on the context in which each area gained independence and the nature of government after independence. Candidates may refer to the 'planned' independence in west Africa, where British rule was administrative rather than settler-led and the more 'reactive' granting of independence, where minority white settler rule was under threat from terrorist and militant nationalist activity such as the Mau Mau. Answers may challenge the nature of a more 'orderly transition' in west Africa by reference to the eventual establishment of military governments in Ghana & Nigeria and the Nigerian civil war over Biafra, 1967-70 compared to the continuity of rule in east African countries such as Kenya and Tanzania, or may refer to the destabilising influences in the transition of independence in general such as tribal and ethnic divisions, the presence of European and Asian communities or interests, lack of political experience and economic and social underdevelopment. A simple description of the transition to independent rule in east and/or west Africa will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an analysis of the nature of the transition to independence in these areas will access Level 3, though there may be some substantial sections of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess whether transition was more orderly in west Africa, though balance is not required at this level. At Level 5 answers will clearly address the extent to which the statement is accurate, perhaps by presenting conflicting arguments in a broadly based response. The best responses may attempt to evaluate extent or integrate conflicting arguments into an overall judgement.</p>	30

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