

# Mark Scheme (Results) Summer 2010

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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 1: 3-4 marks</b> As per descriptor</p> <p><b>High Level 1: 5-6 marks</b> 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><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 2: 9-10 marks</b> As per descriptor</p> <p><b>High Level 2: 11-12 marks</b> 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><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b> As per descriptor</p> <p><b>High Level 3: 17-18 marks</b> 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><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b> As per descriptor</p> <p><b>High Level 4: 23-24 marks</b> 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><b>Low Level 5: 25-26 marks</b> The qualities of Level 5 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 5: 27-28 marks</b> As per descriptor</p> <p><b>High Level 5: 29-30 marks</b> 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
<b>Total Marks</b>	<b>60</b>	<b>60</b>
<b>% Weighting</b>	<b>25%</b>	<b>25%</b>

## C1 The Origins of the British Empire, c1680-1763

Question Number	Indicative content	Mark
1	<p>The question is focused on the reasons for the expansion of the British Empire in the years c1680-1763 and requires an analysis of, and judgement about, significance of the slave trade in fuelling this expansion. Answers may focus on the triangular trade across the Atlantic and its impact on the growth of the British Empire with reference to trading companies such as the Royal African and South Seas Company, the establishment and maintenance of plantation economies in the West Indies and American colonies, the creation of trading bases and increased British influence in west Africa, particularly the Gold Coast, and the use of the profits of the slave trade to invest in further expansion. Candidates may assess the 'significance' of the slave trade with reference to other factors such as the expansion role of the East India Company in India, the role of settlers especially in North America, territorial acquisition as a result of military conflict and government commercial policy. Candidates may suggest that development depended on different factors in different geographical areas. A simple outline of the role of the slave trade expansion of Empire 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 the slave trade to this 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 significance by comparison with other factors, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the relative significance of the slave trade in comparison to a number of factors in a broadly balanced response, while the best responses may attempt to evaluate or integrate these factors into an overall judgement.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the reasons for British imperial expansion c1680-1748 and requires an analysis of, and judgement about, the extent to which this was motivated by rivalry with other European rivals. Answers may focus on political rivalry with reference to empire building and prestige, but could refer to economic rivalry or events within the empire. Candidates may refer to territorial and economic rivalry with France and Spain in the Americas, French interests in Asia, continued issues with the Dutch and the increasing role of empire in European wars. Candidates may evaluate the extent to which rivalry was the motivation for expansion by reference to perhaps the role of trading companies, economic and financial factors, domestic politics and events within the empire. A simple descriptive outline of imperial expansion in this period and/or rivalry with other European powers 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 extent to which European rivalry was the main motivation for expansion, though there may be substantial passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess extent to which rivalry was the main motivation compared 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 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



## 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 the outbreak of hostilities in 1775 and requires an analysis of, and judgement about, the extent to which the British government's actions were the primary cause of the war. Answers may focus on the actions of the British government and could refer to various attempts to raise money from the colonists such as the Stamp Act 1765, the attempt to assert authority by the Declaratory Act 1766, the introduction of import taxes particularly the Tea Act 1773, the reaction to American settler discontent with imposition of the Intolerable Acts 1774 and the rejection of the Olive Branch Petition 1775 leading to a breakdown of communications between the settlers and the Mother Country and the outbreak of war. A simple description of British policies towards American colonies 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 contribution of British policies to the outbreak of war 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 contribution of government policies compared to other factors, though balance is not required at this level. At Level 5 answers will clearly address the extent and will attempt to evaluate the relative significance of British government policies compared to other factors in a broadly balanced response. Other factors may include growing long term discontent, the consequences of peace with France 1763, the actions of the American settlers and the unwillingness of both sides to compromise. The best responses may attempt to evaluate or integrate conflicting arguments into an overall judgement.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the impact of the American Revolution and requires an analysis of, and judgement about, the extent to which the new American state could be described as 'united'. Answers may focus on the features which suggested 'unity' within the new state and could refer to the unity of the thirteen colonies during the Revolution itself, the creation of a federal state, the agreement of a Constitution and a Bill of Rights, the relatively quick establishment of the institutions of state, acceptance into international affairs and the resumption of economic ties with Britain. Challenges to the accuracy of the statement could be made with references to divisions created by the War of Independence, the emigration of 'Loyalists' to Canada, the political disagreements over the nature of the new state, the compromises in the new Constitution, continued border disputes and the potential for instability such as Shay's Rebellion. A simple descriptive outline of the key features of the new American state 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 'unity' of the newly created American state, 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 the American state was or was not united, although at this level balance is not required. At Level 5 there will be some attempt to address the accuracy of the statement, 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

### 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 abolition of the slave trade in 1807 and requires an analysis of, and judgement about, the role of the leading campaigners in achieving abolition. Answers may focus on the influence of individuals in general and/or specific individuals such as William Wilberforce, Thomas Clarkson, John Newton and Olaudah Equiano. Candidates may refer to the work of campaigners as leaders, organisers, thinkers, lobbyists and propagandists, the influence of individual MPs such as Wilberforce, the organisational skills of Thomas Clarkson and the effect of the writings and speeches of men such as John Newton and Olaudah Equiano. A simple description of the contribution of various campaigners to the abolition of 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 an analysis of the influence of the leading campaigners in the achievement of abolition will access Level 3, although 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 the leading campaigners compared with other factors, though balance is not required at this level. At Level 5 answers will clearly address 'extent' and will attempt to evaluate the relative significance of leading campaigners compared to other factors in a broadly balanced response. Other factors may include the success of the abolition societies in gaining broad support, the influence of humanitarian and Evangelical opinion, the reaction to slave revolts in the West Indies and the ultimate requirement of parliamentary and governmental support. 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 impact of the abolition of the slave trade in 1807 and requires an analysis of, and judgement about, the extent to which it improved the lives of slaves within the British Empire. Answers may focus on changes for the better brought about by the abolition of the slave trade with reference to the end of abuses associated with the Middle Passage and the conditioning and sale of slaves, the use of the Navy and the creation of a register of slaves to ensure that trading did not continue, the need for plantation owners to improve slave conditions to ensure a natural supply of slaves and to encourage productiveness, the social development of slave families, communities and culture. Candidates may challenge the accuracy of the suggestion by reference to the continuation of slavery itself, the poor treatment and control of all aspects of the lives of slaves, the growing distrust and fear of the plantation owners, and the neglect of slaves as rising costs and increased competition affected profitability. A simple descriptive outline of the conditions for slaves after 1807 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 consider the nature of conditions for slaves after 1807, though there may be substantial passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the extent of change in conditions after 1807, although at this level balance is not required. At Level 5 there will be some attempt to address the accuracy of the statement, by presenting conflicting or challenging arguments 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 increasing formal rule over India c1763-1813 and requires an analysis of, and judgement about, the extent that this was primarily due to corrupt activities within the East India Company. Answers may focus on the nature of East India Company rule and the growing belief in Britain that there was a political, economic and, to some extent, moral necessity to supervise and regulate the power of the Company. Candidates may refer to the growing power and wealth of both the Company and individuals and the 'corrupt' nature by which this was achieved, the apparent abuse of power in military campaigns and the continuous intervention of the British government in trying to prevent corrupt practices by passing legislation such as the Regulating Act 1773, which appointed a company Governor General, the India Act 1784, and the Amending Act 1786. A simple outline - of increasing intervention in India by British governments and/or the nature of corruption within the East India Company 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 role of corruption in government 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 the extent to which corruption was the cause of intervention compared to other factors, though the answer may lack balance. These may include Anglo-French rivalry, the loss of the American colonies, British parliamentary politics, humanitarian and evangelical influences and the growing awareness of the usefulness of the Indian army. At Level 5 there will be some attempt to address corruption as the 'primary reason' relative to a number 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
8	<p>The question is focused on the of British rule in India and requires an analysis of, and judgement about, the significance of the actions of Governor-General Wellesley in consolidating British power during the period 1786-1835. Answers may focus on the actions of Wellesley by reference to his expansion of British rule in India through an aggressive policy and his defence of British interests in India during the Napoleonic Wars. Candidates may refer to his successful attack and deposition of French supported Tipu Sahib in Mysore, his attack on the Mahrattas, the use of threat to secure 'defensive' alliances with princes such as the Nizam of Hyderabad and the expansion of British rule into the Carnatic. In order to assess his significance candidates may refer to the careers of Governor-Generals before and after Wellesley. Answers may suggest that Cornwallis laid the administrative foundations for Wellesley's aggressive policies, Hastings consolidated Wellesley's groundwork, abandoning the concept of protective alliances through direct annexation, and that by 1835 British rulers were attempting to consolidate rule in India through more humanitarian policies. A simple descriptive outline of British rule in India and/or the actions of Wellesley 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 Wellesley's contribution, though there may be substantial passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess his significance in comparison to other factors influencing British rule during these years, although at this level balance is not required. At Level 5 there will be some attempt to address 'how significant' his actions were, 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

## C5 Commerce and Imperial Expansion, c1815-70

Question Number	Indicative content	Mark
9	<p>The question is focused on the British imperial influence c1815-70 and requires an analysis of, and judgement about, the significance of the Royal Navy in consolidating the British Empire. Answers may refer to the use of the Royal Navy to extend and consolidate British influence through squadrons based in the Indian Ocean, the West Indies, the south Atlantic and the Pacific and in a variety of ways such as the protection of merchant shipping and free trade enterprises, the establishment of naval bases at 'choke points', the anti-slave trade Squadron and the use of 'gunboat' diplomacy to enforce trade and diplomatic agreements in areas of both informal and formal influence in particular in extending influence, in the Persian Gulf, the China seas and the west coast of Africa. Candidates may consider the 'significance' of the Navy by reference to other influences such as the expansion of British trade and industry, the movement towards free trade, the role of the East India Company in India, the consolidation of settler colonies and the growing humanitarian and moral 'mission'. A simple descriptive outline of the role of the Royal Navy 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 the Royal Navy, though there may be substantial passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the significance in comparison to other factors influencing consolidation of British rule during these years, although at this level balance is not required. At Level 5 there will be some attempt to address 'how significant' the Navy was, 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
10	<p>The question is focused on the expansion of the British Empire c.1815-70 and requires an analysis of, and judgement about, the extent and nature of British influence over China. Answers may focus on the British expansion into China, and the China seas. To assess the extent of 'influence' candidates may refer to different forms of 'informal' empire established in this period such as free trade agreements, trade treaties and missionary and humanitarian activity and the extent to which British rule became more 'formal' over the period, including the treaty ports such as Shanghai. A simple description of the British expansion in China 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 British control 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 extent to which influence was formal, though balance is not required at this level. At Level 5 answers will clearly address 'how far', perhaps by reference to different forms of control in different parts of China or change over time. The best responses may attempt to produce an integrated 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 the expansion of British rule in North Africa and requires an analysis of the reasons for the extent and nature of British control over the area in the years 1875-99. Answers may focus on the events which led to British control over Egypt and the Sudan, but the best responses may directly refer to the attempt to establish control in the east African areas of the Nile headwaters. Candidates may refer to the purchase of Suez Canal shares 1875, military intervention in Egypt 1882, the setting up of the International Debt Commission, Gordon's death at Khartoum 1885, the establishment of protectorates in East Africa 1895 and 1896, Kitchener's expedition to the Sudan 1896, the establishment of control over the Sudan 1898 and the Anglo-French agreements over the Nile Valley 1899. A simple description of the British expansion into Egypt and the Nile Valley will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to address reasons for the increasing formal control will access Level 3, though there may be some substantial sections of narrative or descriptive material. Reasons suggested may be the strategic need to defend the route to India, events within the area itself such as the bankruptcy of Egypt, economic factors, 'imperial pull', popular attitudes in Britain and European imperial rivalry. At Level 4 there will be an explicit attempt to evaluate the relative importance of various factors and/or the extent to which control became more formal. At Level 5 answers will clearly evaluate the reasons 'why' perhaps by reference to different forms of control in different parts of the region, change over time or reference to expansion by accident rather than design. Some candidates may begin to challenge the assertion that formal control was established. The best responses may attempt to produce an integrated overall judgement.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the impact of British involvement in the Second Boer War and requires an analysis of, and judgement about, the extent to which it could be seen as promoting positive attitudes towards Empire. In support of the statement candidates may refer to British jubilation at the relief of Mafeking and other towns, the 'Khaki' Election, Britain's ultimate victory against the Boers, the consolidation of British political and economic interests in Africa after the war, the failure of Germany to increase influence in the area and the positive response to weaknesses shown during the War by reforms to the military, social policy and international policy designed to make Britain stronger in the future. Alternatively, answers may focus on the accuracy of the statement by reference to the negative impact of the Second Boer War with reference to the blows to the confidence of the British military with initial defeats, inability to counter guerrilla warfare and the ineffective leadership of British generals, the moral outrage caused by 'scorched earth' tactics and the use of concentration camps, the social health scare created in Britain, the loss of international prestige with the length of the war against 'lesser' opposition, the growing confidence of the Germans and the acceptance of Boer political rights in the Peace of Vereeniging, leading to the creation of the Union of South Africa 1910. However, to access Level 4 candidates should begin to analyse the statement with reference to the degree to which involvement in the war promoted British pride in Empire in comparison with more negative attitudes. A simple outline of the Second Boer War and/or the subsequent effects on British attitudes towards Empire 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 effects of British involvement on British attitudes towards 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 determine the accuracy of the statement, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the accuracy of the statement in a broadly balanced response, while the best responses may attempt to produce an integrated 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 the African Empire 1957-65 and requires an analysis of, and judgement about, the extent to which the decline of Britain as a world power was the main reason for decolonisation. Answers may focus on the consequences of international events before 1957 and British foreign policy during this period. Candidates may refer to the consequences of the end of World War II, the development of the Cold War and the Suez Crisis, along with the cost of nuclear technology and the emergence of European and Asian 'hot spots' in undermining the world power status of Britain. Candidates may suggest that as a result of this Britain lacked the political and financial strength to develop the Empire economically and defend the Empire from the growing influence of African nationalism. A simple description of Britain's position as a world power and its relationship to decolonisation 1957-65 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 Britain's world power as a reason for decolonisation 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 Britain's international standing in comparison to other factors, though balance is not required at this level. At Level 5 answers will clearly address the accuracy of the statement and will attempt to evaluate the relative significance of Britain's international standing compared to other factors in a broadly balanced response. Other factors may include political developments in Africa itself, economic and social concerns in Britain, growing moral opposition to Empire, and the policies of Macmillan's Conservative government. The best responses may attempt to evaluate or integrate conflicting arguments into an overall judgement.</p>	30



Question Number	Indicative content	Mark
14	<p>The question is focused on the final stages of decolonisation in Southern Rhodesia and requires an analysis of, and judgement about, the extent to which South African actions were responsible for the decision to negotiate black majority rule 1976-80. Answers may focus on the role of South Africa in supporting the white minority government referring to the political, economic, cultural and ideological ties between the two countries and the effect of decreased South African support due to domestic problems such as the growing anti-apartheid movement and international issues such as the war in Angola, pressure from the USA and economic boycotts. A simple description of the events which marked movements towards black majority rule 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 role of the withdrawal of South African support 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 withdrawal of South Africa in comparison with other factors, though balance is not required at this level. At Level 5 answers will clearly address 'extent' and will attempt to evaluate the relative significance of the withdrawal of South African support compared to other factors in a broadly balanced response. Other factors may include the successes of the guerrilla war for independence, the independence of Mozambique from Portugal, the role of the USA, Ian Smith's acceptance of the need to negotiate, and a re-emergence of a commitment by British governments to resolve the situation. The best may attempt to evaluate or integrate conflicting arguments into an overall judgement.</p>	30



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