

Examiners' Report
June 2015

GCE History 6HI01 C

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2015

Publications Code US041754

All the material in this publication is copyright
© Pearson Education Ltd 2015

Introduction

6HI01 – General Comments

The June 2015 examination session produced a wide variety of responses but overall the majority of candidates were able to produce organised responses with at least some sound analysis and relevant supporting material. Most candidates produced responses within Levels 3-5 and there were far fewer candidates this session who misunderstood questions or who provided responses with predominantly irrelevant material. Examiners commented particularly on the quality of argument in many of the L5 responses. Centres and their candidates are to be commended on the hard work and effort that clearly goes into the preparation for the 6HI01 examination.

Some obstacles to achieving higher level marks, however, are still apparent in responses. While many candidates understood the importance of addressing the entire chronological period in the question, others either did not address the time period adequately, or used a time period different from the question set with which they apparently felt more comfortable. For example, D9 covered the years 1945-56, but a significant number of responses included Little Rock, Greensboro and the Freedom Rides, while many responses to F14 referred to the years 1933-39 rather than the war years of 1939-45. Candidates should be aware that the timescales set may be different from those in previous examination sessions and that they should base their responses on the exact date period used on the examination paper rather than those previously encountered in practice questions.

Some candidates chose questions whose stated factor appeared to be outside their comfort zone, and delivered an answer which was only obliquely linked, if at all, to the question. A14 asked about the extent to which Henry VII's domestic policies strengthened royal power in England. Some candidates, perhaps hoping for a different question, wrote largely or even exclusively on foreign policy. Many answers to C6 included material more appropriate to the abolition of the slave trade in 1807 rather than the abolition of slavery in 1833, while some responses to C11 were focused on British expansion in Africa as a whole rather than Egypt and the Nile Valley.

Questions which have a multi-factored focus are signposted by phrases such as 'most important'. Some of the most confident answers to these questions had an introduction, which either agreed with the role of the stated factor or proposed one or more alternatives. Many questions, of course, do not require the consideration of several factors. D9, for example, asked for a consideration of the extent to which the NAACP changed the status of African Americans in the years 1945-56. Many strong answers noted the Association's success in achieving de jure victories via the Supreme Court, but that these were not always accompanied by de facto success thanks to the opposition of Congress or of groups such as the White Citizens Councils. A number of candidates addressed the NAACP's successes, but went on to address other ways in which the status of African Americans was changed, referring to the impact of World War II and to the work of President Truman: these points were not relevant to the question set.

An integral part of the mark scheme is the quality of written communication displayed in an answer. This year there was an improvement in candidates' communication skills, with much less use of abbreviations and colloquialisms. However, the quality of handwriting on a small number of scripts weakened communication overall. Able candidates wrote articulately and coherently, demonstrating a logical mind as well as strong linguistic skills. Weaker answers were characterised by poor sentence construction and writing skills. This was a limiting factor in some answers where candidates clearly knew their history, but struggled to produce a coherent and readable response.

Please note:

6HI01 is standardised across the Option papers and so it is recommended that Centres read the reports for all of the Options as comments made generally apply to all papers. In the case of Option E and F, where there are identical questions, this is particularly the case.

6HI01 C – The British Empire: Colonisation and Decolonisation

Over 1,100 candidates sat the Option C paper this summer. It has been a pleasure to see this Option grow in size over the years and to see both Centres and their candidates grow in confidence in approaching the broad range of topics available. Most Centres either choose a combination from topics 1-3 or study topics 6-7 but a few Centres study topics from both the early and later parts of the course timespan. As usual most candidates were well prepared and many were able to select and deploy relevant supporting material to great effect in answering their chosen questions. In the higher Levels, examiners noted some outstanding answers commenting both on the quality of the responses and how engaging many of the responses were. In particular, reference was made to responses to questions C1, C3, C11 and C12. At the lower Levels, however, there were more responses than in previous years which showed some understanding expressed in simple developed statements (L2) rather than attempted analysis (L3). As in previous years it is worth noting that there are few GCE level specialist textbooks available for many of the topics on the course and Centres are to be commended for their efforts in producing candidates with such sound knowledge and understanding. Once again examiners commented on how much the candidates appear to enjoy studying Option C and that responses from across the range Levels show evidence of engagement and interest.

Question 1

The Origins of the British Empire, c1680–1763

As in previous years, candidates are generally very well prepared to answer questions for this topic. In recent years there has been an increase in what might be described as formulaic answers for this topic but this was less obvious this summer. Both the nature of the questions and candidate approach meant that the responses were more clearly focused on the actual wording of the examination questions. This led to some very good responses being produced in the higher Levels.

Question 1

This was the more popular question. Candidates generally answered the question well and were able to develop links between the East India Company and the growth of Empire in general. This was a 'significance' question and so the main focus of the question needed to be on the relative impact of the East India in comparison to other factors and/or the wider context of Empire. As expected differentiation between Levels generally depended on the extent to which candidates were able to use their knowledge and understanding of the role of the East India Company in relation to the wider Empire rather than concentrating on its role in the growth of the eastern Empire. The best responses were able to analyse growth of Empire from a variety of different aspects including wealth, influence and territory and/or in relation to the role of other factors such as warfare, the navy and the British government. Candidates are also beginning to provide specific examples of growth and expansion to substantiate their explanation and analysis.

Question 2

This question produced a more variable set of responses. Weaker answers struggled to focus on the question often discussing the economic impact of the slave trade to Britain rather than considering the territorial implications. Some very weak responses merely described the triangular trade and were unable to access Levels above L2. The best responses were knowledgeable as to the territorial gains made for the Empire through the influence of slave trade often suggesting that it led to the consolidation of territory in the Americas and explaining the long-term impact of the footholds gained on the west coast of Africa. These responses also were able to analyse and evaluate the role of the slave trade in relation to other factors and/or influences in other geographical areas of Empire.

Question 3

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

Once again the large majority of candidates are extremely well prepared for this topic but Q4 did raise the issue that it is important that Centres cover all the four bullet points of the specification content when teaching the course. Failure to cover all four bullet points may limit the choice of question available to candidates. This is a complex topic and most candidates deal surprisingly well with the large amount of events happening over often short periods of time and, unlike other topics, most candidates have a sound grasp of the chronology.

Question 3

This was by far the more popular question. It was generally well answered and examiners commented that it led to some very engaging and interesting responses. There were a variety of approaches that candidates could take to produce effective responses ranging from analytical narrative commentary to a more thematic approach. Lower Level responses tended towards description. These responses often focused on the given years of deterioration with little reference to events pre-1773 or wrote generalised points about deterioration in relations due to disagreements over taxation and representation with little regard to chronology. Level 4 responses tended to offer sound explanation and analysis of the reasons for deterioration but did not address the issue of 'rapid deterioration' found in Level 5 responses. The best responses were able to explain rapid deterioration in the context of the preceding period and to explain fully the reference to 'apparent calm'.

This is an example of a L4 narrative analysis. The candidate has written an analytical commentary of events to address the question of why relations deteriorated between Britain and the American colonies.

Chosen Question Number:

Question 1	<input checked="" type="checkbox"/>	Question 2	<input checked="" type="checkbox"/>	Question 3	<input checked="" type="checkbox"/>
Question 4	<input checked="" type="checkbox"/>	Question 5	<input checked="" type="checkbox"/>	Question 6	<input checked="" type="checkbox"/>
Question 7	<input checked="" type="checkbox"/>	Question 8	<input checked="" type="checkbox"/>	Question 9	<input checked="" type="checkbox"/>
Question 10	<input checked="" type="checkbox"/>	Question 11	<input checked="" type="checkbox"/>	Question 12	<input checked="" type="checkbox"/>
Question 13	<input checked="" type="checkbox"/>	Question 14	<input checked="" type="checkbox"/>		

(This page is for your first answer.)
1st Paragraph - Tea Act *2nd Paragraph - Boston Tea Party*
3rd Paragraph - ~~Coercive Acts~~ Coercive Acts *Lexington Concord*
4th Paragraph - ~~Boston Tea Party~~ Boston Tea Party

In 1773, ~~Relations~~ relations between Britain and America were calm following the repeal of the Townshend Duties in 1770. However, by 1775, the two countries were at war. Why did relations deteriorate so rapidly?

Relations deteriorated due to the passing of the Tea Act in 1773. It was a relatively minor act with little impact on the American colonists, more designed to help the British East India Company, however the act opened old wounds regarding Britain's right to enforce legislation on the Americas. Having been outraged by the 1765 Stamp Act and 1767 Townshend Duties, the American colonists were not prepared to allow Parliament to enforce legislation upon them, as they believed that as Englishmen they possessed the right to no taxation without representation, and were prepared (This page is for your first answer.) to fight for this right having been successful in repealing the Stamp Act and Townshend Duties. Therefore, ~~at~~ any attempt by Parliament to pass legislation when the Americans had no Members of Parliament was rejected and caused tension between the two countries, contributing to deteriorating relations.

As a result of the Tea Act, the Sons of Liberty, led by Samuel Adams, led the ¹⁷⁷³ Boston Tea Party. Anger over the Tea Act spilled over when 60 members of the Sons of Liberty threw tea overboard on 3 British ships docked in Boston harbour. This caused relations to deteriorate massively as the British were furious with the actions of the Sons of Liberty having been pushed to the brink previously by American opposition to the Stamp Act and Townshend Duties.

with the burning of effigies of British officials and mob action. Similarly to the American feeling at the passing of the Tea Act - the British felt that the Boston Tea Party was a step too far and so instead of repealing the Tea Act like they had repealed the Stamp Act and Townshend Duties, they pushed for a hardline response and punishment instead of reconciliation - escalating tensions much further and causing relations to deteriorate massively.

The Coercive Acts of 1774 contributed to deteriorating relations between Britain and the American colonies. (This page is for your first answer.) The Coercive Acts continued the gradual build up of tension since 1773 and the Tea Act, greatly antagonizing the Americans into more hardline rebellion, similar to the more hardline British approach after the Boston Tea Party. The Coercive Acts, which included the closing of Boston harbour and gave military commanders greater power to house troops, served to deteriorate relations between Britain and all the American colonies - not just the people of Boston and Massachusetts, therefore playing a major role in uniting the colonies against Britain and so providing the conditions for a war between Britain and the colonies, not just an isolated rebellion in Boston. Instead of isolating Boston as intended, the Coercive Acts united the colonies in opposition against what was viewed as oppressive British action and infringement of liberties with the housing of troops, and the other colonies sent

food to Boston, demonstrating their support. Overall, the Coercive Acts were key in causing relations to deteriorate between Britain and the American colonies by uniting the colonies in opposition against Britain.

Lexington and Concord caused relations to deteriorate rapidly between Britain and the American colonies. Following the build up of tension due to the Tea Act, Boston Tea Party and Coercive Acts, the Battles of Lexington and Concord triggered the war between Britain and the American colonies. With the outbreak

(This page is for your first answer.) of fighting between British troops and colonial militia and bloodshed, there was no going back and war was an inevitability from that point onwards in 1775. ~~there is~~ This rapid deterioration after Lexington and Concord is demonstrated by George III, who still had large support in the colonies, rejecting the Olive Branch Petition sent by Continental Congress later that year and declaring the colonies in open rebellion, showing even the king now had contempt for the colonists - even though they were his subjects, and so relations must have deteriorated rapidly.

To conclude, relations deteriorated rapidly in the years 1773-75 between Britain and America as with the introduction of the Tea Act and the Boston Tea Party that followed, both sides had simply been pushed too far following previous points of tension,

and were no longer willing to accept compromise and reconciliation. The Coercive Acts only served to further unite the colonies against Britain and so provide the background conditions for a war between Britain and the American colonies, and with the trigger of Lexington and Concord in 1775, war could no longer be avoided, with relations deteriorated too much for reconciliation.



ResultsPlus
Examiner Comments

This is a well-focused analysis with an understanding of the key issues. The candidate has written a chronological analysis addressing the reasons for the deterioration in relations. The supporting material is relevant and appropriately selected.



ResultsPlus
Examiner Tip

Always focus on the wording in the question asked. The analytical narrative here addresses the key issues involving the deterioration in relations between Britain and its American colonies but a more thematic or issue-led approach may have allowed the candidate to focus more effectively on the 'rapid' deterioration in relations which was required to reach L5.

Question 4

In general this was not particularly well answered but there were some very knowledgeable candidates who produced some very interesting and well written responses. Candidates generally knew about the impact on trade and debt but weaker responses had little clear understanding of the political impact of the war in Britain and tended to stray from the focus into discussions of the impact on the wider Empire and foreign policy. There was also some confusion between the impact of the war and the impact of the outcome of the war. The best responses were able to focus on stability within Britain including supporting material on both the short and slightly longer term impact. Some of the most interesting discussed the impact on events in Ireland which had been envisaged as relevant in the original mark scheme.

Question 5

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

This topic as always provided the widest range and quality of responses from candidates. As in previous years many candidates find it difficult to write more than simple developed assertions (L2) about the slave trade but at the higher Levels there are to be found some of the most interesting and thought provoking responses within the whole paper. Yet again there is a need to point out that candidates should be aware of the specific set of circumstances surrounding both the abolition of the slave trade (1807) and slavery (1833) and that candidates should be aware of the time periods in which the named individuals on the specification (Equiano, Newton, Clarkson and Wilberforce) were most influential. Although Equiano's and Newton's works remained influential across the whole period, Equiano died in 1797 and Newton in 1807. In general, after some years of improvement in knowledge and understanding for the topic, responses were often disappointing in this session.

Question 5

This was the less popular of the questions. Weaker responses were unsure about answering a question which covered a period beyond the abolition of the slave trade and many had a very weak chronological knowledge. These tended to be generalised responses describing or explaining the impact of the slave trade on the slave ports, occupations connected to slavery and consumption of slave products. A significant minority described the triangular trade and/or made general assertions about the slave trade and British prosperity. Higher level responses were very well informed about the changing economic importance of slavery to the British economy across the period. These responses often selected turning points in the fortunes of the slave economy including the peak years of slave trade, the abolition of the slave trade and the abolition of slavery itself to discuss the impact in Britain. The best responses were able to discuss both the contemporary and historical debates over the contribution of slavery/the slave trade to 1807 and slavery to 1833 with some reference to the compensation paid to slave owners as a result.

This is a low Level 3 response.

Chosen Question Number:

Question 1	<input checked="" type="checkbox"/>	Question 2	<input checked="" type="checkbox"/>	Question 3	<input checked="" type="checkbox"/>
Question 4	<input checked="" type="checkbox"/>	Question 5	<input checked="" type="checkbox"/>	Question 6	<input checked="" type="checkbox"/>
Question 7	<input checked="" type="checkbox"/>	Question 8	<input checked="" type="checkbox"/>	Question 9	<input checked="" type="checkbox"/>
Question 10	<input checked="" type="checkbox"/>	Question 11	<input checked="" type="checkbox"/>	Question 12	<input checked="" type="checkbox"/>
Question 13	<input checked="" type="checkbox"/>	Question 14	<input checked="" type="checkbox"/>		

(This page is for your first answer.)

Sugar - demand - staple food

merchants - high demand, selling it for more - profit

Government - taxes

Liverpool factories - jobs

Ship owners - business industrialists

Slaves produced many products such as sugar, tobacco and cotton. These were at a high demand in Britain which encouraged the slavery to continue, producing more goods.

Sugar was seen as a staple food in Britain after the first few years of the trade.

Britain needed it as a preservative, in tea

and in sweet treats. Therefore, as consumer

demand grew, more slave-produced goods

~~needed~~ needed to be produced which meant

(This page is for your first answer.) a need for more slaves.

This made slavery important for the economy as slavery needed to happen in order to produce more goods for British consumers to buy.

As well as this, slavery was also important to the economy due to prices slave-produced goods were being sold at ~~to the~~ by the merchants. The Triangular Trade witnessed goods being sold in other countries for a bigger price e.g. guns were worth a lot to the Africans which is ^{why} they sold for more ⁱⁿ Africa, gaining profit for Britain. ~~profit~~. Therefore, slave-produced goods such as sugar were made for very little as ~~the~~ most slaves didn't get paid, (cheap labour) but sold for a lot more in Britain as ~~we~~ ^{the British} can afford it which creates profit for merchants. ~~which~~ ^{This} can be invested back into the economy making slavery important for profit and the ~~as well as this~~, British economy.

As well as this, the UK government charged taxes on products produced by slaves which rose the price of the product and generated more income for the economy which therefore made slavery important for profit.

(This page is for your first answer.) People who worked in British factories in Liverpool and Manchester made products that could be traded in Africa such as guns, beads, ^{and} textiles. Slavery and the trade was important to them as it ensured they had a job and a reliable income. If slavery didn't exist, ~~they~~ there would ^{be} lots of unemployment in Britain which could damage the economy. Therefore, slavery and the trade with the colonies ensured people had jobs in Britain enabling them to earn money which can be reinvested into the economy. This has a similar effect on ship owners and manufacturers.

Ships needed to built in order to transport guns and beads to Africa and to transport slaves across the middle passage (Africa to America ^{and} West India). Therefore, as the consumer demand for slave produced products such as sugar and tobacco increased, more ships needed to built in order to transport more goods and slaves. This provided ^{more} for business for the ship owners and contributed to the economy as profit was being gained from producing more ships making

(This page is for your first answer.) slavery very important to the British economy.

Overall, it is very accurate to say that slavery in the British Colonies ~~was~~ widely contributed to the British economy. This is due to profit being made from slave produced goods, such as sugar due to having products with tax on by the Government. As well as this, due to African slaves being forced to ~~work~~ work for very little ^{money} or even nothing at all, products were very cheap ^{to produce} anyway. ~~which~~ therefore, due to consumer demand in Britain being so high, people would ^{purchase} products such as sugar and tobacco for a high price which created profit for the manufacturers and merchants of Britain, which could be ~~reinvested~~ reinvested into the British ~~economy~~ ^{economy}. This made slavery very important for the British economy.



ResultsPlus Examiner Comments

The response attempts analysis and show some understanding of the focus and the key issues. However, the supporting material is very generalised and does not address the issues of change over time in any detail.



ResultsPlus Examiner Tip

When writing an answer it is always important to focus on the time period of the question. The question here focused on change over time and the extent to which slavery remained very important to the British economy over the timespan of the years c1760-1833. Always try to establish the situation at the beginning and the end of the time period in order to show change over time and pick out key dates/ events at which the situation changed to provide focused analysis rather than the general statements found in this response.

Question 6

This was by far the more popular of the two questions. The question should have given candidates the chance to evaluate the changing nature of the abolition campaign after its achievement with the slave trade and to discuss reasons for abolition with reference to the regenerated abolition societies, the role of women, slave revolts and the Reformed parliament. However, many of the responses were disappointing with a large number of responses writing generalised answers more suited to the abolition of the slave trade and many merely describing the work of Wilberforce and other individuals in response which gained little more than mid-Level 3. Once again candidates were often very confused by the chronology and saw no connection between the work of individuals and their membership and organisation of the abolition societies. As in previous years too many candidates believe the Quakers to be an example of a specific abolition society or suggested Tacky's Revolt (1760) as being a short-term influence on abolition. There were also disappointingly few candidates able to put the abolition of slavery in the context of political reform in Britain at the time. The best responses, however, were very good indeed and these provided some excellent discussion of the move from gradual to immediate abolition within the abolition societies, the role of women, particularly Elizabeth Heydrick, and the contribution of Jamaican slave revolt of 1831-2 on eventual abolition.

This is a L5 response.

Chosen Question Number:

Question 1	<input checked="" type="checkbox"/>	Question 2	<input checked="" type="checkbox"/>	Question 3	<input checked="" type="checkbox"/>
Question 4	<input checked="" type="checkbox"/>	Question 5	<input checked="" type="checkbox"/>	Question 6	<input checked="" type="checkbox"/>
Question 7	<input checked="" type="checkbox"/>	Question 8	<input checked="" type="checkbox"/>	Question 9	<input checked="" type="checkbox"/>
Question 10	<input checked="" type="checkbox"/>	Question 11	<input checked="" type="checkbox"/>	Question 12	<input checked="" type="checkbox"/>
Question 13	<input checked="" type="checkbox"/>	Question 14	<input checked="" type="checkbox"/>		

(This page is for your first answer.)

Plan

Abolition societies most significant in 1833? *causing abol.*

Yes

- SMGA - revitalised campaign
pamphlets, public speaking.
funded by Quakers

- Sub committee

No

- Thomas FB

- women slave revolts.

- Parl

To a certain extent, abolition societies played a vital role in bringing about abolition in 1833 due to their persistence in abolition and through public speaking.

and anti-slavery literature. However, the Society for the Mitigation and Gradual Abolition society received criticism ~~at~~ while other factors such as slave revolts, Parliamentary reform and the reduced ~~economy~~ ~~behind~~ ~~slavery~~ profitability of the trade ~~led to~~ paved the way for 1833 abolition.

(This page is for your first answer.) One way in which abolitionist societies were significant in bringing about abolition in 1833 was the formation of the Society for the Mitigation and Gradual Abolition of Slavery in 1823, ~~was~~ under the leadership of campaigners such as Wilberforce, Fowell Buxton and Clarkson. Clarkson and ~~go~~ Wilberforce gave the society credibility for their success in abolition of the Slave Trade in 1807 and, through public forums, funded by the Quakers, could work ~~effect~~ effectively to ~~turn~~ turn public opinion against the system of slavery. Therefore, they proved to be significant in the abolition of 1833 due to the fact that it revitalised the campaign of abolition and lay the foundations for 1833.

~~The~~ ~~Further~~ ~~more~~ However, the 1823 society faced huge ~~critic~~ criticisms from radicals ~~like~~ such as Elizabeth Heyrick who wrote a pamphlet calling for "immediate, not gradual opposition". The society seemed somewhat ~~slow~~ lacking in

~~a particular~~ an its enthusiasm to end the slave trade due to the lack of abolitionist activity between 1807-1823 as it took 16 years for the society to be formed. This was due to the misconception that slavery "in due time" may be abolished after the slave trade had been. This was not the case. Radicals calling

(This page is for your first answer.) for abolition disliked the fact that the society seemed to focus more on amelioration as well as other reforms rather than full emancipation. Therefore, ~~it somewhat questions~~. However, despite criticism, due the fact that younger and more radical abolitionists ~~acted~~ such as George Stephen formed a sub-committee (also funded by the Quakers) it meant that the more radical views of abolitionists were in the public eye as they too produced pamphlets and ~~too~~ hired professional speakers to highlight the brutality of the slave system, presenting it as immoral and un-Christian.

Other factors that affected abolition in 1833 was due to the increasing number of slave revolts ~~in the~~ after 1807. Burda of 1816 and Guyana in 1823 showed that amelioration had not happened as previous abolitionists had predicted. This was due to the fact that, due to the ~~re~~ lack of imports of slaves

to the West Indies, planters had placed more pressure on their slaves to produce the demand. Slaves, aware of the abolitionist campaign in Britain, ~~pushed more~~ found the prospect of rebellion ^{more appealing} ~~an advantageous~~. The major revolt that had a significant impact on bringing about

(This page is for your first answer.) abolition was the Christmas Rebellion in 1831, only 2 years before abolition.

Sam Sharpe, a respected Baptist preacher ~~he~~ led the protest involving 20,000 slaves in Jamaica. ~~what this~~ ~~the~~ what made this revolt, in particular, significant in the abolition of slavery in 1833 was ~~the~~ due to the fact that it began to ~~change~~ shift the attitudes of the pro-slavery lobby and plantocratic society as well as public opinion ~~due~~ as it proved slavery was no longer sustainable. Planters lived in constant fear of ~~with~~ their slave-dominated societies and it was proving economically difficult ~~to~~ for the government to ~~for~~ repay thousands of pounds worth of damages to plantations. The brutal backlash of the planters, executing ~~to~~ around 300 slaves and burning churches (and executing Sam Sharpe) caused outrage back in Britain and helped confirm the Societies' argument that slavery was immoral and that it was wrong to enslave / kill fellow

Christians. However, much of the pro-slavery lobby remained in favour of the slave system and Parliament did vote to give £200,000 worth of repairs after 1831 which suggests that it ~~was~~ ^{did} not have a major impact on changing parliamentary legislation.

(This page is for your first answer.) Another, and perhaps the most significant factor, in bringing about abolition was the Great Reform Act of 1832 which removed rotten boroughs and reduced the pro-slavery lobby. This meant that Thomas Fowell Buxton could introduce the bill for abolition in 1833 and have it passed due to the reduced support of pro-slavery MPs. ~~How~~ Although, one must comment on the fact that, in 1832 (before the Reform Act) Buxton's bill was not passed and therefore the significance of Parliamentary reform in ~~brings~~ ^{ending} slavery in the Empire is large as it allowed the work done by ~~slave~~ ^{abolition} societies to impact on the law itself. The work of the abolition societies alone could not have ended slavery without ~~the~~ having the upper hand in parliament, which the Reform Act accomplished.

Overall, the work of slave societies, in their encouragement of economic boycotts and public

speaking against the institution of slavery played a vital role in putting forward abolition, paving the way for ^{the} 1833 Bill. However, due to their divided interests (with the likes of Buxton more interested in ~~the~~ amelioration and emancipation of slave children rather ~~that~~ than all slaves

(This page is for your first answer.) while Wilberforce rejected and attempted to quash the influence of women societies) one could argue that Parliamentary Reform played a greater role ~~&~~ in passing the bill through Parliament although it could not have been done without the Societies persistence and effective campaigns. Furthermore, the role of slave revolts confirmed the brutality of the slave system, weakening opposition arguments that slavery "suited" slaves and helped to emphasise the arguments of abolition societies. Therefore, slave societies were significant in ending abolition although required reform in Parliament to see that slavery was abolished in 1833, despite the compromise of £20 million pound compensation and 6 year apprentice scheme



ResultsPlus

Examiner Comments

This is an analytical response which is directly focused with an explicit understanding of the key issues. It is secure in its definition of the given factor, aware of other factors and discusses change over time. The supporting material is secure and well-selected.



ResultsPlus

Examiner Tip

A good conclusion addresses the key issues discussed in the main body of the response and comes to a reasoned judgement. This conclusion clearly reflects on the issues discussed in the previous paragraphs and gives weight to the various factors discussed in relation to the given factor.

Question 7

Commerce and Conquest: India, c1760–c1835

There were very few candidates prepared for this topic. Of those who did answer the questions, these were almost equally split between C7 and C8. Responses to C7 showed very good knowledge of the work of the various Governors-General and most were able to determine the relative strengths and weaknesses of a range of individuals in comparison with General Cornwallis. Responses to C8 were aware of both the external and internal threats to British influence in India and were able to analyse British success in overcoming using sound knowledge and understanding. Weaker responses for both questions tended to be those that limited the range of discussion across the time period. Most of the responses were interesting to read and it appeared that the students had enjoyed their programme of study.

Question 8

See comment for C7

Question 9

Commerce and Imperial Expansion, c1815–70

There were no candidate responses for this topic.

Question 10

There were no candidate responses for this topic.

Question 11

Britain and the Scramble for Africa, c1875–1914

It has been a real pleasure over the past few years to see an evolution in approach to the questions for this topic (and the Decolonisation topic as well). Responses which were once quite formulaic in regard to discussions of international, metropolitan and peripheral theories of imperial expansion have become interesting and often thoughtful, clearly focused on the specific regions and areas of expansion. Candidates are very well prepared for a topic which is both wide-ranging and detailed in the knowledge requirements for the specification. Both questions proved to be equally popular with candidates.

Question 11

Most candidates were well equipped to answer this question and many were able to use their knowledge of peripheral theories to produce some engaging responses. Candidates were knowledgeable of events in Egypt and the Nile Valley but some responses became a little imbalanced with too much emphasis on east Africa. The situation in Uganda and areas of east Africa connected to the upper Nile region were clearly relevant but should not have been the main focus of the question. The best responses were those that were able to discuss the various motivations behind the imperial 'creep' into the region in the years 1875-1904; there was some impressive knowledge of the key dates and events. This year there were a few more weaker responses than in previous years with a significant number writing generalised responses on the 'scramble for Africa' across the continent. Others wrote narrative descriptions rather than analysis of the reasons for expansion in the given area.

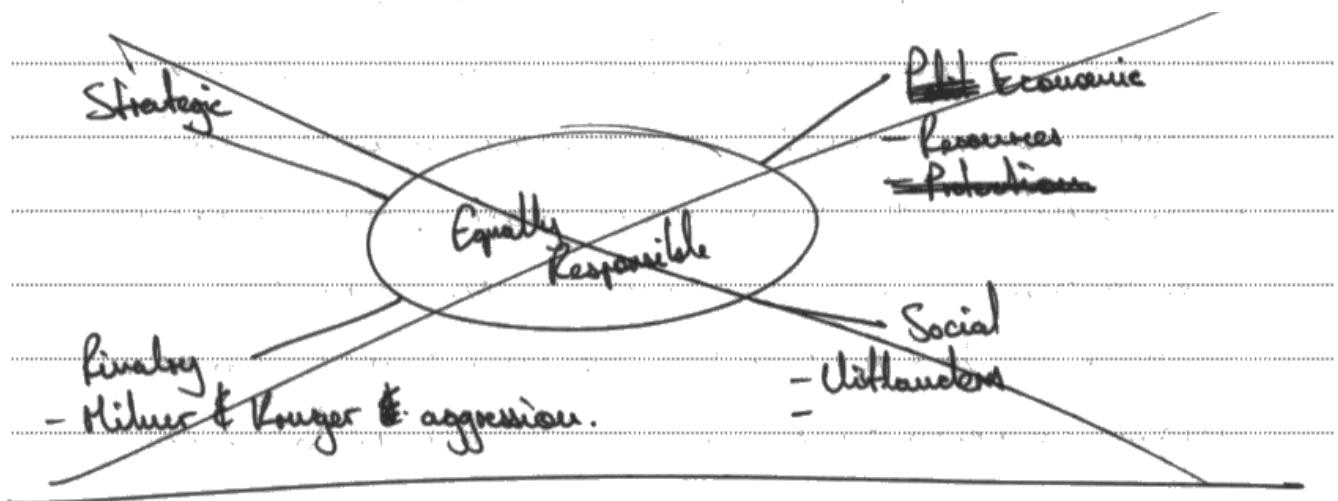
Question 12

This question produced some of the most engaging and interesting responses across the paper. Most candidates had a sound knowledge of the reasons for the outbreak of the Second Boer War and were able to discuss with confidence the relative blame to be apportioned. Weaker candidates were often confused with the chronology and some even wrote about the events of the war itself. However, the majority of candidates were able to discuss a range of causal factors/events and reach a balanced evaluation of responsibility. A wide variety of judgements were to be found, many of which were nuanced and well-reasoned. Examiners commented that they enjoyed reading these responses.

This is a L5 response.

Chosen Question Number:

Question 1	<input checked="" type="checkbox"/>	Question 2	<input checked="" type="checkbox"/>	Question 3	<input checked="" type="checkbox"/>
Question 4	<input checked="" type="checkbox"/>	Question 5	<input checked="" type="checkbox"/>	Question 6	<input checked="" type="checkbox"/>
Question 7	<input checked="" type="checkbox"/>	Question 8	<input checked="" type="checkbox"/>	Question 9	<input checked="" type="checkbox"/>
Question 10	<input checked="" type="checkbox"/>	Question 11	<input checked="" type="checkbox"/>	Question 12	<input checked="" type="checkbox"/>
Question 13	<input checked="" type="checkbox"/>	Question 14	<input checked="" type="checkbox"/>		



Following the First Boer War - which resulted from continued British occupation of the Boer Republics after the Zulu war - , a period of ^{relative} peace lasting ~~not~~ from ~~1887~~¹⁸⁸² until around 1899, saw some key implications toward further violence. However, it could be argued as to who was to blame for the second, larger conflict that saw the British combat Boer Guerrilla tactics with a 'Scorched Earth' policy, something that would

(This page is for your first answer.)

undermine Britain's moral highground in Europe with its ~~to~~ barbaric treatment of civilians.

One way in which blame could be shared could be the aggressive rivalry of both the leaders of the (Transvaal & Orange Free State) and the British Cape Colony respectively. Although this aggression had been seen even earlier - such as in 1895, when Cecil Rhodes, Governor of the Cape, allowed his friend Dr Jameson to try and instigate a Uitlander uprising, which failed and caused embarrassment for Rhodes after the British Government denied all knowledge - , it was particularly prevalent in Sir Alfred Milner's (Rhodes' successor) and Kruger's personal comments. For example, Milner had been overheard, just before he left Britain, that he intended to "teach those bloody Boers a lesson", while Kruger was known for his fighting talk, such as his - admittedly accurate - accusation that the British 'just want their flag'. However, following Milner's move to annex Bechuanaland after the Germans formed a protectorate over Tangaanyika, and his stationing of British troops around the perimeters of the Republics, it could be argued that the British

action being more forceful and frenetic indicates that they were more to blame.

On the other hand, social factors ~~both of~~ ~~them~~ could share the blame between the two. For example, the British had an ~~ambivalent~~ ^{impaired} inclination of regaining lost ground and national pride, but their ~~refusal~~ ^{reluctance} of ~~invading~~ ^{re-invading} due to the racist treatment of Black Africans and refusal to enfranchise Uitlander immigrants by the Boers - despite this argument being undermined by Britain's retention of ~~no~~ ^{no} women's or working class suffrage at this stage - does ring true. Therefore, it could be debated that Kruger could have averted war by introducing more socially liberal policies, giving Britain no choice but to only invade with blatantly selfish intention.

Another way in which blame might be shared is through the economic and factors surrounding the region throughout the late 19th century (although, also since the 1700's Boers arrived and later Great Trek into the interior). One way in which this could

be very apparent is in the 1886 discovery of diamonds (and Gold) in the Cape. Although the greed of powerful figures could underlie everything, resources were available to the British as well. However, it could be argued that Kruger - wanting of the precious resources - wanted to maintain the Uitlander mines and subsequent 'Rand Millionaires' in his Republic in order to further the economic development of the Boers on the world stage, while Rhodes (and later, Milner) simply wanted this both for themselves and for Britain. This tug of war over the precious diamonds may therefore have been one factor in causing the war that both sides must share relatively equally.

Finally; strategy. While the Boers were fiercely proud of their heritage and belief that South Africa belonged to them, Britain saw it as a lock-up point - a potential place for trade to be jeopardised. Thus, it could be argued that Britain's apparent need for reassurance that their Empire was not in a compromising position was as equally responsible for causing the 2nd Boer War as

the Boers' need to retain as a matter of God-given national pride (especially as they were so fiercely

religious). Nevertheless, it was Britain who allowed loopholes to be left in the agreements (in 1882 and '84) following Boer War I, ~~probably~~ ~~diplom~~ allowing them to interfere with Boer domestic affairs, which could be seen as indication of a provocative stance.

In conclusion, it seems that Britain was slightly more responsible for the 2nd War as, while the morality of the Boer States was questionable, they superficially strove for independent self government and, not only did the British simply deny them this, but seemingly sought to overturn the Transvaal and Orange Free State completely, ~~making~~

* Note: 'Britain' and 'Boers' generally refers to official, respective authorities, not necessarily public opinion.



ResultsPlus Examiner Comments

This response is an analytical response which directly focused on the statement in the question and has an explicit understanding of the key issues. It uses well selected and securely deployed supporting material.



ResultsPlus Examiner Tip

Always try to use clear connectives and/or opening statements to further the argument being discussed in the response. Here the response uses phrases such as, One way in which..., On the other hand..., Another way..., and Finally... to create a coherent response.

Question 13

Retreat from Empire: Decolonisation in Africa, c1957–81

This topic is often studied by those Centres also studying either the Origins of Empire or the Scramble for Africa and as such candidates are well prepared. There is sound knowledge of all four bullet points of the specification and some Centres clearly have knowledgeable staff leading to candidates providing quite specialised supporting material thus making the responses interesting to read. Far fewer candidates this year confused post-war Labour and Conservative governments and their policies.

Question 13

This was by far the more popular question. In general the question was well answered with a clear understanding of the given factor. Many candidates, however, were able to describe and explain the long-term economic and social consequences of the Second World War but less able to analyse it with regard to how it influenced the decision to decolonise in Africa. Assertions were made about Britain's desire to solve its own domestic problems and its debt to the US without clearly explaining the link to decolonisation. Most candidates were able to discuss and evaluate the given factor in relation to a variety of other factors, most particularly the rise of African nationalism. Some responses were rather imbalanced dismissing the given factor rather pre-emptily before going on to develop another factor in more detail. The best responses were usually those able to link the wide range of influences affecting Britain's decision to decolonise and showing the inter-relationships between them.

Question 14

There were few responses to this question. The most effective responses were those using case studies to explore the different reactions to decolonisation in the various former British colonies. The candidates usually selected examples of democratic government, one-party states, dictatorships and civil war before coming to an interesting and nuanced judgement. Weaker responses were those which confused either the chronology and/or specific geographic areas or spent too much time discussing events in the 1950s.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Firstly, coverage of all four bullet points is vital. It was particularly clear this year that full coverage of the bullet points allows for candidates access to the full range of questions available for them to choose from and also results in many interesting and thought-provoking responses.
- Secondly, candidates should be encouraged to take time at the beginning of the examination to acquaint themselves with what the question is asking them to focus on, and especially of the timescale in the question.
- Finally, to make it clear to candidates that the questions set cannot be one's they have specifically seen before. They should be prepared to select and deploy their knowledge and understanding for the question set not the question they hope for and, indeed, they should always be prepared for the unexpected.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London WC2R 0RL.