

AS

History

Paper 1J The British Empire, c1857–1914
Additional Specimen Mark scheme

Version: 1.0

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

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

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AS History Paper 1 Specimen Mark Scheme

1J The British Empire, c1857–1914

Section A

- | | | | |
|----------|----------|--|-------------------|
| 0 | 1 | With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of British rule in India between c1857 and c1900? | [25 marks] |
|----------|----------|--|-------------------|

Target: AO3

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

Generic Mark Scheme

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

Indicative content

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

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

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

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

- British rule was an absolute government based on conquest which brought some advantages to India
- Roberts shows awareness of the size and complexity of British India, differentiating between different regions and different aspects of British rule.

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

- there may be a challenge to the view that the administration was all powerful
- they may argue that British India was not just based on conquest but also on collaboration with native rulers
- they may support the view of the benefits of the Empire to India
- the argument about the importance of railways and communications is supported by many other accounts.

Extract B: In their identification of Maria Misra’s argument, students may refer to the following:

- the causes of the Indian mutiny and the extent to which it was British insensitivity
- imperialism became more measured and conservative
- inequality in India was more entrenched by the end of the 19th century.

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

- the degree to which reform was halted might be challenged
- the extent to which India was in a worse position by the end of the 19th century might be challenged
- Misra’s final sentence may be seen as reflecting a very partisan perspective, too intent on debunking traditional pro-imperialist views
- her views may be seen as more up-to-date and free of imperialist bias.

Students may conclude that each extract is partial and possibly slanted in interpretation and certainly offer very different views on the impact of empire. Any substantiated conclusion as to which is the more convincing will be fully rewarded.

Section B

0 2 'The establishment of British Rule in Egypt and Sudan in the years 1875 to 1898 resulted from confused and contradictory policies.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

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

Generic Mark Scheme

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

Indicative content

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

Arguments supporting the view that the establishment of British Rule in Egypt and Sudan in the years 1875 to 1898 resulted from confused and contradictory policies, might include:

- relations with France and the Ottoman Empire were very confused, alternating between cooperation and rivalry
- there was a major conflict within British politics about the morality and practicalities of British rule in Egypt and Sudan, as was seen with the reluctance of Gladstone and the Liberals to support Gordon at Khartoum
- there was a contradiction in aims between men on the spot, like Baring and the government in London
- there was a contradiction between political and public opinion
- there was confusion about the economic benefits of colonial expansion in North Africa; Sudan was actually worthless and problematic, both economically and administratively.

Arguments challenging the view that the establishment of British Rule in Egypt and Sudan in the years 1875 to 1898 resulted from confused and contradictory policies, might include:

- Great Power rivalry, especially with France, was a clear and consistent impulse, pushing Britain to intervene in Egypt, as was seen in 1875, 1878 and 1898
- the overriding concern with defending British India dictated a strategic concern to prevent other powers, such as France in the Middle East or Russia in Central Asia, threatening India or the Suez Canal
- Egypt and the Nile basin were consistently thought to be economically important
- establishment of British rule in Egypt and Sudan was part of a consistent and coherent expansion in Africa as a whole.

Students may conclude that Britain was drawn into Egypt and Sudan by a combination of factors including both cooperation and rivalry with France. This involved setbacks and controversy in the 1880s and then belated military success in 1898 with the Fashoda Crisis and the Battle of Omdurman. Answers should assess a range of factors that culminated in British rule in order to reach a judgement as to how far this was due to 'confused and contradictory' aims and policies.

- 0 3** 'The South African War of 1899–1902 led to a massive shift in political opinion in Britain against imperialism in the years to 1914.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

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

Generic Mark Scheme

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

Indicative content

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

Arguments supporting the view that the South African War of 1899–1902 led to a massive shift in political opinion in Britain against imperialism in the years to 1914, might include:

- attacks on the Empire from writers such as Hobhouse focused on the moral evils of imperialism (for example, the use of concentration camps against Boer families)
- the Liberal Landslide in 1906 was based on a rejection of the ideas of Joseph Chamberlain and promoted the ideas of National Efficiency and the need to reform the weaknesses shown up by the war
- anxieties about Britain being overtaken by strategic and economic rivals led to Britain moving away from the policy of ‘splendid isolation’
- the growing problems of British rule in Ireland raised questions about the Empire

Arguments challenging the view that the South African War of 1899–1902 led to a massive shift in political opinion in Britain against imperialism in the years to 1914, might include:

- events such as the Delhi Durbar of 1903 or the Royal Tour of South Africa in 1904 showed imperial pride and strength at its height, not in decline
- public opinion as expressed in popular newspapers and commemorative events was loudly in favour of and proud of the Empire
- what happened in the First World War revealed how strong the bonds of ‘kith and kin’ were before 1914
- Britain was universally recognised by other nations as the world’s leading imperial power.

Students may conclude that the South African War highlighted many controversial issues and strengthened the New Liberalism. At the same time, Edwardian Britain was outwardly full of imperial pride. It is probably an exaggeration to argue that there was such a massive shift in public opinion.