

AS
HISTORY
7041/1J

The British Empire, c1857–1967

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

Mark scheme

June 2022

Version: 1.0 Final



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

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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Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

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 why British interest in Africa increased in the years 1857 to 1890?

[25 marks]*Target: AO3*

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

Generic Mark Scheme

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

Indicative content

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

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

In their identification of the argument in Extract A, students may refer to the following:

- the impact of David Livingstone in increasing interest in Africa among the British public for moral purposes
- the role the popular press played in increasing interest in Livingstone and by extension Africa
- the role missionaries played in opening up Africa.

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

- David Livingstone played a large role in increasing British interest in Africa through his widely publicised lectures at Cambridge University and the publication of his 2000 letters back to Britain. His attempts to end the slave trade in Africa and spread Christianity helped propagate the idea that the Empire was a force for 'civilisation'
- The Daily Telegraph and New York Herald's decision to send journalist Henry Stanley to Africa to find Livingstone, and the subsequent articles, enthralled the Victorian public. Children's literature helped make Livingstone into a hero and increased interest in Africa
- missionary societies were extremely active in Africa in the 19th century and helped to open up territory by going beyond colonial boundaries and establishing links with indigenous communities. Missionary societies actively publicised their work in Britain through religious services and pamphlets, which raised interest in Africa amongst the general public. They also gave British imperialism a moral justification
- David Livingstone's importance has been overstated as other individuals also played a role in increasing the public's interest in Africa, for example explorers such as Kirk, Burton and Speke. Missionaries often delayed colonisation and challenged imperial authority.

In their identification of the argument in Extract B, students may refer to the following:

- the prospect of wealth in southern Africa was the main reason for the increase in interest in Africa in the 19th century
- strategic considerations were also behind the rising interest in the continent
- chartered companies played a role in intensifying British interest and in expanding British rule in the area.

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

- the prospect of wealth in southern Africa attracted many traders and the discovery of diamonds in 1867 and gold in 1886 made the area incredibly attractive to British companies. The expansion into Griqualand was a direct result of the discovery of diamonds in the area
- southern Africa had been strategically important for many years due to its deep sea harbours and temperate climate. It was a key route for trade and defence to India. Due to this, British governments were keen to expand in the area, as can be seen by the actions of Bartle Frere in the 1870s and the wars fought with the different African peoples and the Boers

- chartered companies, such as the British South Africa Company, helped increase British interest in Africa through controlling large areas of land and creating monopolies over raw materials, such as diamonds. Often the British government would support these companies as a way of establishing control over an area, and after 1884 it was a method of demonstrating 'effective occupation'
- it understates the importance of other areas in Africa, such as Egypt or the Gold Coast. It also overstates the importance of chartered companies as the British government was often reluctant to give them charters and many didn't receive them until the end of the 1880s.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that the increase in interest in Africa was due to people like David Livingstone publicising the 'civilising' mission that was needed, and the excitement which he, and other missionaries, instilled through their expeditions. Others may argue that it was the prospect of wealth that increased Britain's interest in the continent and that the morality argument was only used to justify the monetary ambitions of the British.

Section B

0 2 'In the years 1884 to 1902, the biggest challenge that Britain faced in Africa came from other European countries.'

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 in the years 1884 to 1902, the biggest challenge that Britain faced in Africa came from other European countries might include:

- after the Berlin Conference of 1884–5 that British rule in Africa began to be challenged by other European countries due to principle of ‘effective occupation’ being established. Areas in East and West Africa which had been under informal control or company rule were integrated into empire as formal protectorates to meet the new principle
- France challenged British rule in West Africa due to their expansion in the north west of Africa. This led to Britain formally taking control of North and South Nigeria from the Royal Niger Company
- France challenged British rule in the north east of Africa, particularly in the Sudan. This can be seen in 1898 in the Fashoda Incident and resulted in Britain establishing a condominium in Sudan in 1899
- in the east of Africa, British rule was challenged by Germany as Kaiser Wilhelm established German East Africa. Britain took control of Zanzibar in 1890, Uganda in 1894 and Kenya in 1895 in response to this perceived challenge. Germany also assisted the Boers during the Second Boer War.

Arguments challenging the view that in the years 1884 to 1902, the biggest challenge that Britain faced in Africa came from other European countries might include:

- the greater challenge to British rule came from the indigenous people in the different territories. Examples could include actions taken in Somaliland, Zanzibar, Sierra Leone and the Sudan. Students may also point to the establishment of a nationalist party in Egypt
- the main challenge to British rule that occurred during this period was the Second Boer War, due to the economic, military and moral costs it brought to Britain
- a challenge to British rule also came at times from the inept actions of British administrators inciting rebellions. This can be seen in Egypt with Baring’s handling of the Denshawai incident and Cardew and the ‘hut tax’ in Sierra Leone. The Jameson Raid in southern Africa, instigated by Cecil Rhodes, can also be argued to have been a cause of the increase in tension with the Boers
- there was never a serious challenge from other European countries as there were many instances of cooperation between the different powers to ensure peaceful solutions. This can be seen in the agreements made in 1890 with France over Nigeria and Germany over Zanzibar. The Fashoda Incident in 1898 can also be argued to have been overexaggerated by the British press as France willingly backed down and signed an agreement a year later.

Students may argue that other European countries did pose the biggest challenge to Britain in Africa in the years 1884 to 1902 and this challenge was the principal reason for Britain moving from informal to formal rule in the different countries that they had a presence in. Alternatively, it could be argued that Britain faced greater and longer lasting challenges from events occurring inside their colonies, and that the challenge from other European countries was resolved swiftly and peacefully.

0 3 'In the years 1890 to 1914, the Empire's economic importance to Britain increased.'

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 in the years 1890 to 1914, the Empire's economic importance to Britain increased might include:

- the Empire's economic importance increased during this period as, due to restrictions on goods to other European nations and the USA, Britain's exports to these countries declined, but exports to colonies in Africa and Asia increased
- the Empire was valuable for trade and investment during this period. Exports to the Empire countries rose from 26% to 34% by 1914. Huge amounts of money were invested in imperial projects and shares were sold to facilitate infrastructure projects in different colonies. Many individuals in Britain grew very rich through different industries linked to the Empire
- colonies, such as India, South Africa and Egypt in the years up to 1914, were important areas for investment. In the 1890s, Canada, Australia and India accounted for over a third of British exports
- the Empire increased in its economic importance to Britain as it provided benefits to all classes of people in Britain through jobs such as in the naval shipbuilding yards and in the cotton industry in Lancashire. They also benefited from access to food and goods which would have otherwise been unavailable to them.

Arguments challenging the view that in the years 1890 to 1914, the Empire's economic importance to Britain increased might include:

- due to the expansion of the Empire during this period, the costs of its defence increased meaning that, for middle-class Britons, it cost them more in tax than it benefited them. Some within Britain began to question the economic benefits of the Empire
- during this period, the Empire provided Britain with less than 10% of its imported food and overseas investments were mainly with non-Empire countries as these provided bigger returns. Investment in tropical colonies in Africa was never very profitable, as demonstrated by the lack of dividends paid by many chartered companies. Imperial investment was more profitable pre-1890 than after
- the Imperial Federation League, which had been established to promote closer colonial ties, was disbanded in 1893 which reflected a waning interest in the Empire's commercial importance
- the lack of support for Chamberlain's imperial preference plans by manufacturing, shipping and banking industries, and the outcry it provoked among voters at the 1906 General Election, demonstrate that trade with the Empire was not a priority.

Students may argue that, due to the increasingly protectionist stance taken by other European countries and the USA, the imperial market became more important for Britain. The jobs provided both in Britain and abroad resulting from imperial projects, and the trade in imperial products meant that the Empire's economic importance to Britain increased during this period of economic depression. Alternatively, students may point to the debate in Britain during this period, which suggests that the imperial project was being questioned on economic grounds by a number of different interest groups.