

Mark Scheme (Results)

January 2012

GCE History (6HI01) Paper C

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

GCE History Marking Guidance

Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4, would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

Unit 1: Generic Level Descriptors

Target: AO1a and AO1b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 1: 3-4 marks As per descriptor</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 2: 9-10 marks As per descriptor</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>

3	13-18	<p>Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate but it may lack depth and/or reference to the given factor.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>

5	25-30	<p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected which demonstrates some range and depth.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 5: 27-28 marks As per descriptor</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed; material is convincing in range and depth consistent with Level 5.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.</p>
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

Unit 1 Assessment Grid

Question Number	AO1a and b Marks	Total marks for question
Q (a) or (b)	30	30
Q (a) or (b)	30	30
Total Marks	60	60
% Weighting	25%	25%

C1 The Origins of the British Empire, c1680-1763

Question Number	Indicative content	Mark
1	<p>The question is focused on the forces stimulating the growth of the British Empire in the years c1680-1763, and requires an evaluation of the extent to which this was fuelled by the expansion of the Atlantic slave trade. In support of the given factor, candidates may refer to the influence of the triangular trade in fuelling the growth of British territorial and economic influence through trading companies involved in slavery, 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. To establish extent responses might discuss the role of other forces such as European rivalries, territorial acquisition through military conflict, mercantilism and settler emigration. Candidates might also suggest that growth was fuelled by different factors in different geographical areas, with reference to the non-slave trading economy of the northern colonies of North America and the influence of the East India Company in India.</p> <p>Answers at Level 5 will include some attempt to evaluate the significance of the Atlantic slave trade, and will draw reasoned conclusions on the question. Level 4 answers will provide a range of relevant material which supports an analysis of the extent to which growth was fuelled by the expansion of the Atlantic slave trade. Answers at Level 3 will begin to address reasons for the growth of the British empire during the period, though there may be passages of narrative or descriptive material. A simple description of the growth of British empire or the Atlantic slave trade will be marked in Level 1 or 2, depending on the relevance and range of material offered.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the factors responsible for the expansion of the British Empire in the years c1680-1763, and requires an evaluation of the extent to which the British victory in the Seven Years War was the key turning point in this expansion. In considering the significance of the victory, candidates might suggest that despite expansion in both the Atlantic region and India during the years before 1756, for a variety of reasons, it was not until the comprehensive victory against France and other European powers in 1763 that Britain was able to consolidate its position in Canada, the Caribbean and, particularly in India, creating a base for future domination of the sub-continent. Answers might suggest, however, that the war merely defended the gains established through other events and, although consolidating the British presence in India, would create the conditions which would lead to the loss of the thirteen American colonies, leaving other key events as more important turning points. Other events compared in significance might include the impact of the accession of William III (1688), the gains made by the Treaty of Utrecht (1713), the specific influence of the <i>asiento</i> on the development of the slave trade, the decline of the Mughal empire and the consolidation of the Atlantic seaboard colonies. It is possible that some candidates may suggest that there was no one particular turning point but a combination of conditions and forces which complemented each other over time or that the European wars fought during the period led to a cycle of conflict and growth of which the Seven Years War was the last. However, this would require an explicit explanation with reference to the concept of a turning point, rather than general reference to other factors, to achieve high band Level 4 or above.</p> <p>At Level 5 there will be some attempt to evaluate the relative significance of the victory as a turning point, and reach a well-reasoned conclusion. At Level 4 there will be an explicit attempt to analyse the significance of the victory, though the answer may lack balance. Answers which begin to address the reasons for expansion and/or the role of Seven Years War will access Level 3, though there may be some sections of narrative material. A simple outline of the war or the expansion of Empire will be marked within Level 1 and 2, and progression will depend on relevance and range of accurate material.</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 degree to which French intervention on the side of the Americans in 1778 was the key turning point in the War of Independence (1775-83). It is expected that most candidates will address the influence of this intervention in relation to events leading to the outcome of the war. In considering French intervention as the key turning point, candidates might refer to the effect of the expansion of the war into a global conflict stretching British resources, the injection of French military skills and resources on the American side, the increased confidence of the Americans and the role of French naval supremacy in the defeat at Yorktown. However, it could be argued that the practical effect of French intervention has been over-emphasised. To establish the extent to which French intervention was the key turning point candidates might compare the given factor with other possible turning points and/or suggest the primacy of a different key turning point. Other key turning points that might be considered include Washington's survival in 1776 or 1777, the defeat at Saratoga which itself led to French intervention, the situation in the South in 1780 and the defeat at Yorktown in 1781. It is possible that some candidates may suggest that there was no one particular turning point but a combination of conditions and forces which influenced the outcome of the war. However, this would require an explicit explanation with reference to the concept of a turning point, rather than general reference to other factors, to achieve high band Level 4 or above.</p> <p>At Level 5 there will be some attempt to evaluate the relative significance of French intervention in contributing to the events and outcome of the war. At Level 4 there will be an explicit attempt to analyse the significance of French intervention in the course of the war, though the answer may lack balance. Answers which begin to address the significance of French intervention and/or other turning points will access Level 3, though there may be some sections of narrative material. A simple outline of French intervention or the course and outcome of the war will be marked within Level 1 and 2, and progression will depend on relevance and range of accurate material.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the development of the new American state in the aftermath of the War of Independence, and requires an evaluation of the extent to which initial weaknesses were overcome. In 1783 the new American state was beset with weaknesses including a lack of agreed style of government, state rights, lack of security on its land borders, potential threats from European powers, a weak economy, financial issues and potential insurrection. In considering success, candidates might refer to the creation and ratification of a federal Constitution resulting in the first Presidential election in 1789, ordinances dealing with westward expansion, attempts to negotiate better relations with Britain and Spain, an improving economy, growing fiscal security and the dispersal of Shays' rebellion in 1786. To counter this argument and establish the extent of success, answers might also refer to the long and difficult process of establishing the Constitution with much power remaining with individual states, a lack of any agreement with the British and Spanish over future relations, a continued lack of an economic relationship with European countries and the immense overseas debt.</p> <p>At Level 5 will be answers which attempt to evaluate success, perhaps with reference to successful and unsuccessful attempts to overcome weakness, and reach a well-reasoned conclusion. At Level 4 there will be an attempt to analyse the success with which problems were overcome, though the answer may lack balance. Answers which attempt to examine the success with which weaknesses were addressed and supported with some material will access Level 3, though there may be passages of free-standing narrative. A simple descriptive outline of some of the key developments in the years 1783-89 will be marked within Level 1 and 2, and progression will depend on relevance and range of accurate material.</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 economic importance of the slave trade to Britain, and requires a consideration of the suggestion that its importance was beginning to decline by the time of the abolition of the slave trade in 1807. In considering the declining economic importance of the slave trade, candidates might refer to the continued importance of the products of slavery, such as tobacco, cotton and sugar, to the economy but that the slave trade itself was becoming less important as plantation economies became more self-supporting. Trade with the USA had continued to be important despite independence and slave trading had been disrupted by the requirement of ships for the wars with France. Some commentators, such as Adam Smith, were beginning to question the effectiveness of the slave trade. This could be seen in the reluctant acceptance of the pro-slavery lobby to bring an end to the slave trade but not slavery in 1807. To challenge the accuracy of the statement, answers might suggest that the slave trade was still an important contributor to the British economy. The pro-slavery lobby argued strongly for the continuation of the trade with port representatives particularly vocal. Ports benefited from the industry created by the manufacture of goods to be traded for slaves in West Africa and the processing of raw materials from the Atlantic colonies, the ship-building required to transport goods and to provide naval protection, the wealth created by the slave economies and the trade in consumer goods produced as a result. British consumers demanded increasing amounts of tobacco, sugar, coffee and cotton cloth produced by slaves delivered to the Caribbean by a lucrative slave trade making substantial profits for its investors.</p> <p>At Level 5 there will be some attempt to evaluate the extent to which the slave trade was in decline. At Level 4 there will be an explicit attempt to consider the accuracy of the suggestion, though the answer may lack balance. Answers which begin to address the suggestion of decline will access Level 3, though there may be some sections of narrative material. A simple descriptive outline of development of the slave trade or the economic importance of the slave trade will be marked within Level 1 and 2, and progression will depend on relevance and range of accurate material.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the role of individual contributions to the campaigns to abolish slavery in the years c1790-1833, and requires an evaluation of the extent to which Thomas Clarkson made the most significant individual contribution. In considering the significance of Clarkson, candidates might refer to Clarkson's influence throughout the different layers of the campaign organisation, working with the Clapham Sect, cajoling Wilberforce, lecturing to mass meetings and carrying out the investigations into the brutality of slavery which so affected popular support. Despite being less involved after 1807 it could be argued that Clarkson laid the groundwork for the later campaign that would be successful in 1833. To establish the extent to which Clarkson was the most significant individual, candidates might compare Clarkson with other individuals, suggest the primacy of a different individual or consider changing contributions over time. Candidates might refer to more effective contributions from Olaudah Equiano and John Newton as ex-participants in the trade or the parliamentary campaigning of William Wilberforce. Other individuals not mentioned in the specification such as Pitt and Grey as Prime Ministers or women such as Hannah More might also be discussed. Some answers might suggest that Clarkson was the most effective contributor in the period to 1807 but in the later period Thomas Fowell Buxton became more important.</p> <p>At Level 5 there will be some attempt to evaluate the relative significance of Clarkson's individual contribution, and reach a well- reasoned conclusion. At Level 4 there will be an explicit attempt to analyse the significance of Clarkson's individual contribution, though the answer may lack balance. Answers which begin to address the significance of Clarkson and/or other individuals will access Level 3, though there may be some sections of narrative material. A simple descriptive outline, such as that of Clarkson's contribution, will be marked within Level 1 and 2, and progression will depend on relevance and range of accurate material.</p>	30

C4 Commerce and Conquest: India, c1760-c1835

Question Number	Indicative content	Mark
7	<p>The question is focused on the failure of traditional Indian rulers to resist the expansion of British rule and influence in India in the years 1763-1835, and the extent to which this was caused by the failure of the rulers to unite against the British. In considering the lack of unity, candidates might suggest that the breakdown of the Mughal Empire in the 18th century led to the emergence of individual states with little desire to create alliances and that the British policy of divide and rule, offering conciliation to some and aggression to others, meant that unity was always unlikely. The sheer extent of the sub-continent also made unity difficult. As a result the traditional rulers generally faced British advance in isolation, apart from occasional attempted alliances with the French. To establish the extent to which a failure to unite was responsible for the lack of success against the British, candidates might compare the given factor with other factors, suggest the primacy of a different factor or consider changing influences over time. Other reasons that might be considered include the British policy of divide and rule, a lack of potential external allies, internal divisions within the individual states, British exploitation of the traditional Mughal systems and the sheer weight of British force. States with greater access to military resistance such as Mysore and the Sikh states remained independent of influence or occupation longer.</p> <p>Answers at Level 5 will include some attempt to evaluate the contribution of the failure to unite in the lack of success, and will draw reasoned conclusions on the question. Level 4 answers will provide a range of relevant material which supports an analysis of the extent to which lack of success was due to the failure to unite. Answers at Level 3 will begin to address the reasons for lack of success, though there may be passages of narrative or descriptive material. An outline of the expansion between 1763-1835 will be marked in Level 1 or 2, depending on the relevance and range of material offered.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on British attitudes to Indian traditions and beliefs, and requires an analysis of the extent to which these changed over the period of British rule in the years 1760-1835. It is not expected that 'traditions' and 'beliefs' will be considered separately by candidates but answers which successfully distinguish between the two should access the higher levels. In the earlier period British attitudes to Indian culture were often positive with some Company officials actively participating in Indian traditions. 'Orientalism' remained relatively strong up until the early decades of the 19th century. Company officials and civil servants, who were few in number, were reluctant to challenge the dominant social order in the various parts of India for fear of a breakdown in control. Throughout the period British rule used various Indian legal and economic traditions to administer the country. However, from as early as the 1770s, the chaotic end to the administration of Warren Hastings brought criticism that Company officials were too eager to use Indian traditions as an excuse for corruption. From the 1810s there was a distinct change, with Indian officials increasingly arriving with a Christian evangelical and moralistic outlook and from the 1820s Utilitarian ideas increasingly challenged Indian social practices in all regions and cultures. In the 1830s Governor-General Bentinck attempted to reform the practice of suttee and the tradition of thuggee. From 1815 also Christian missionary activity was permitted and during this period English education was more formally established amongst the Indian elites. Despite this, some British officials continued to take a sympathetic approach and believed that continued attacks on Indian culture would lead to future unrest.</p> <p>At Level 5 there will be some attempt to evaluate the nature and extent of both change and continuity over the period. At Level 4 there will be an explicit attempt to analyse the extent of change, though the answer may lack balance. Answers which begin to address changing attitudes will access Level 3, though there may be some sections of narrative material. A simple descriptive outline of British attitudes will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material.</p>	30

C5 Commerce and Imperial Expansion, c1815-70

Question Number	Indicative content	Mark
9	<p>The question is focused on the causes of the expansion of the British Empire in the years 1815-70, and requires an analysis of the extent to which the defeat of France in the Napoleonic Wars was the most important factor in stimulating that expansion. In considering the defeat of France, candidates might refer to economic development and territorial expansion gained as a result of the defeat. In 1815 the industrial expansion that had been fuelled by the need to resource the war effort required new markets in order to maintain growth. The territory gained, such as the Cape and Malta, acted as springboards to further expansion, bases to establish naval dominance and protection for trade. The defeat of France led to a vacuum in international power rivalry throughout the period and allowed Britain to establish greater influence through 'informal' means without the need to establish 'formal' control to protect interests in areas such as South America and China. To establish the importance of the defeat of France in stimulating the expansion of imperial influence candidates might compare the given factor with other factors, suggest the primacy of a different factor or consider changing influences over time. Other factors that might be considered include desire to create a Pax Britannica and establish British prestige, the desire to expand trade not just with Britain but between areas of influence, such as India and China, industrial growth and moral considerations.</p> <p>Answers at Level 5 will include some attempt to evaluate the importance, and will draw reasoned conclusions on the question. Level 4 answers will provide a range of relevant material which supports an analysis of the importance of the French defeat in stimulating the expansion of British influence. Answers at Level 3 will begin to address the role of the defeat of France and/or other factors, though there may be passages of narrative or descriptive material. A simple description of the expansion of British imperial influence or the consequences of the defeat of France will be marked in Level 1 or 2, depending on the relevance and range of material offered.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the extent to which British trade stimulated the economic development of areas under British imperial influence in the period 1815-70. In reference to British imperial influence answers may consider areas of both 'formal' control, such as India, and 'informal' control, for example South America or China. In considering the stimulation of economic development, candidates might refer to the contribution of revenue from British trade in the Americas where demand for cotton from the USA and South American markets contributed to the transport infrastructure and the development of processing and service industries, the opening up of the Chinese economy to global trade and the growth of primary production, including tea, jute and indigo, and railways in India. However, to establish extent answers might also refer to the more negative effects of British trade. Candidates might consider the extent to which across the globe British trade favoured British manufacturing industry over indigenous manufacturing, for example the textile industries of West Africa and, in particular, India, the disastrous effects of the opium trade between British India and China and the dependency of British investment in South America.</p> <p>At Level 5 there will be a clear attempt to evaluate the effects of trade, perhaps including some reference to the more negative effects of British trade, such as decline in colonial manufacturing, or different effects in differing areas of influence. At Level 4 answers will attempt an analysis of the extent to which economic development was stimulated by British trade, though the answer may lack balance. At Level 3 candidates will begin to explain the effects of British trade, but answers may include significant passages of free-standing narrative. Answers which provide a simple description of the effects of British trade on economic development in certain areas will be assessed in Level 1 and 2, depending on the range and depth of material.</p>	30

C6 Britain and the Scramble for Africa, c1875-1914

Question Number	Indicative content	Mark
11	<p>The question is focused on the reasons for British expansion in Africa in the years 1875-1914, and requires analysis of the extent to which expansion was primarily motivated by the need to protect British interests from imperial rivals. In considering the need to protect interests from imperial rivals, candidates might refer to the British need to protect strategic interests, such as the Cape and the Suez Canal, and economic interests, such as the potential mineral wealth and resources of southern and west Africa, along with the need to maintain imperial prestige. The increased interest of France and Germany, particularly, in imperial expansion motivated Britain to take formal control in areas such as east and north Africa. To establish the extent to which the protection of British interests from imperial rivals was the primary motivation, candidates might compare the given factor with other factors, suggest the primacy of a different factor, consider changing influences over time or different motivations in differing geographical areas. Other influences that may be considered include economic advantage, the role of men-on-the-spot, British domestic politics and the popular demand for Empire in Britain.</p> <p>Answers at Level 5 will include some attempt to evaluate the need to protect British interests, and will draw reasoned conclusions on the question. Candidates might suggest, for example, that in the early stages, with little interest from other European powers, expansion occurred for a variety of reasons such as economic factors and the actions of men-on-the-spot, but that as the period continued increased imperial rivalry necessitated that Britain take formal control of areas to protect British strategic and economic interests, such as the Suez Canal. Level 4 answers will provide a range of relevant material which supports an analysis of the extent to which expansion was motivated by the need to protect British interests. Answers at Level 3 will begin to address the need for protection and/or the reasons for British expansion, though there may be passages of narrative or descriptive material. A simple description of British expansion in the years 1875-1914 or the threats from imperial rivals will be marked in Level 1 or 2, depending on the relevance and range of material offered.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the development of Empire in Africa in the years 1875-1914, and requires an analysis of the extent to which this was driven by popular support in Britain itself. In considering the contribution of popular support, candidates may refer to the apparent popularity of the concept of imperial expansion from the 1870s, the formulation of 'imperial policies' by domestic political parties, with even the relatively anti-imperial Gladstone following a 'populist' policy in Egypt, populist coverage by the press and the growth of jingoism. Answers may also refer to specific events which were apparently influenced by popular support such as the defeat of the Zulu kingdom after Isandhlwana, the attempt to relieve Gordon in Khartoum and the Khaki election of 1900. To counter the extent to which development was driven by popular support, candidates may refer to the presence of popular anti-imperialism throughout the whole period, the lack of potential settler colonies until the end of the period, the anti-imperialism of the labour movement and the backlash created by the Second Boer War. Candidates might also suggest that specific examples which appear to have been driven by popular support were often single incidents in wider actions already initiated by politicians or men-on-the spot. To establish extent, candidates may also refer to the role of other factors in driving the development of Empire, including economic influence, strategic motivations, imperial prestige and domestic politics.</p> <p>Answers at Level 5 will include some attempt to evaluate the extent, and will draw reasoned conclusions on the question. Level 4 answers will provide a range of relevant material which supports an analysis of the extent to which popular support drove development. Answers at Level 3 will begin to address the contribution of popular support to the development of Empire, though there may be passages of narrative or descriptive material. A simple description of British expansion or popular support for Empire will be marked in Level 1 or 2, depending on the relevance and range of material offered.</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 growth of African nationalism from the late 1950s, and requires an analysis of the extent to which this growth was fuelled by successful transition to independence in Ghana. In considering the successful transition, candidates might suggest that the events in Ghana surrounding independence acted both as a potential role model for future peaceful decolonisation and gave impetus to nationalists elsewhere in Africa. The willingness of the British to negotiate with the educated leadership of the Ghanaian movement encouraged the development of political nationalism in east and southern Africa as opposed to violent opposition. Events in Ghana could also be seen as the culmination of the long-term factors which had encouraged nationalism, such as African urbanisation, access to education, Indian nationalism and participation in World War II. To establish the extent to which the growth in nationalism was fuelled by Ghana's transition to independence, candidates might compare the given factor with other factors, suggest the primacy of a different factor or consider changing influences over time. Other factors which might be referred to include the growing intransigence of the white settler colonies in the late 1950s, the British reaction to the Mau Mau in Kenya, perceptions of growing British weakness, the influence of Nasser in Egypt, potential support from the Cold War rivals and the decolonisation programmes of other European countries, such as France and Spain.</p> <p>At Level 5 will be those who make some attempt to evaluate the extent to which growth was fuelled by Ghanaian independence, reaching a well reasoned conclusion. Level 4 answers will analyse the contribution of Ghanaian independence to the growth of nationalism. Answers at Level 3 will have some explanatory focus, though there may be passages of narrative or descriptive material. A simple narrative which describes the growth of African nationalism or the transition to independence in Ghana will be marked in Level 1 or 2, depending on the relevance and range of material offered.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on the reasons for British decolonisation in Africa from 1957, and requires an analysis of the extent to which this was caused by the changing attitude of the British public towards the Empire. In considering changing attitude, candidates may suggest that the economic and strategic consequences of the Second World War on Britain combined with the election of a Labour government in 1945 had created less support for Empire in Britain. The cost of rebuilding war-torn Britain, the creation of the National Health Service and war debt meant that Britain could no longer afford either to develop the Empire or pay to control the rising elements of nationalism in Africa. When confronted with the cost/benefit analysis of Empire, Conservative PM Macmillan was able to begin decolonisation with the support of the British public or at least their apathy. To counter this, however, some answers may suggest that public support was still relatively sound, particularly in support of the white settler colonies and that the Empire still brought some prestige to Britain. To establish the extent to which a changing attitude toward Empire was the main reason for decolonisation in Africa candidates might compare the given factor with other factors, suggest the primacy of a different factor or consider changing influences over time. Other factors that might be considered include British weaknesses, the attitude of the Macmillan government, the effect of the Suez crisis, declining international prestige in the face of Cold War rivalry, decolonisation by other European powers and the growth of African nationalism.</p> <p>At Level 5 there will be some attempt to evaluate the relative significance of changing attitude, and to reach a well reasoned conclusion. Some answers might perhaps suggest that, although changing attitude was not the main reason for decolonisation, apathy towards Empire by 1957 aided its implementation. At Level 4 there will be an explicit attempt to analyse the contribution of changing attitude, though the answer may lack balance. Answers which begin to provide an explanation of decolonisation from 1957 will access Level 3, though there may be some sections of narrative material. A simple outline of changing attitudes or African decolonisation will be marked within Level 1 and 2, and progression will depend on relevance and range of accurate material.</p>	30

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