

Mark Scheme (Results)

Summer 2012

GCE History (6HI01/C)

Unit 1: Historical Themes in Breadth

Option C: The British Empire

Colonisation and Decolonisation

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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 mostly 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 expansion of the British Empire in the years c1680-1763, and requires consideration of the suggestion that mercantilist policies were the driving force behind the expansion. In considering mercantilist policies, candidates might refer to government involvement in the foundation of joint stock companies and the regulation of trade through the Navigation Acts which subsequently led to the acquisition of territory and consolidation of territorial control in order to benefit financially from the economic development. The British gained territory and influence in the Americas, West Africa, India and the Indies as a result and required naval stations such as Gibraltar to protect both the mercantile trade and the new territories. To establish the accuracy of the statement answers might compare the given factor with other factors and/or suggest the primacy of a different factor. Other factors that might be considered include the desire for European prestige leading to the acquisition of territory through conquest or treaties, as in the Treaty of Utrecht (1713), the activities of the trading companies, in particular the slave trade in the Atlantic and the commodities trade in the East, and the establishment of settler colonies and East India Company factories requiring protection.</p> <p>A simple description of mercantilist policies or the outline of imperial expansion will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the contribution of mercantilist policies and/or other factors, though there may be passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material which supports an analysis of the accuracy of the statement. Answers at Level 5 will include some attempt to evaluate the role of mercantilist policies as the driving force in expansion, and will draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the reasons for the expansion of the British Empire in North America and the West Indies, and requires an analysis of the extent to which this was caused by the development of settler colonies. Most candidates will probably discuss the North American seaboard colonies and the Caribbean, however, reference to Canada may be more limited. It is not expected that candidates will necessarily distinguish between the different geographical areas of North America but those who do should be rewarded within the Level achieved. In considering the development of settler colonies, candidates might refer to the initial settlement of colonies in North America under the regulation of the Crown and the attempts to create settlement colonies in the West Indies to exploit the resources using penal and indentured labour. The creation and establishment of the thirteen eastern seaboard</p>	30

	<p>colonies continued until 1732 and the growth of Canadian territory continued throughout the period. Expansion was the result of both increased migration and the need to defend the settler colonies from rival powers. To establish the contribution of settler colonies candidates might compare the given factor with other factors, suggest the primacy of a different factor, consider changing influences over time or different influences in differing geographic locations. Other factors that might be considered include the expansion of mercantile trade in North America and the West Indies, the role of the slave trade and Britain's involvement in wars to increase European prestige. Some answers might suggest that settler colonies might explain the expansion of the 13 American seaboard colonies but that the slave trade established the plantation economies of the West Indies and trade and war were responsible for expansion in Canada.</p> <p>A simple description of the expansion of the settler colonies or general expansion in North America and the West Indies will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will have some explanatory focus, though there may be passages of narrative or descriptive material. Level 4 answers will analyse the role of the settler colonies. At Level 5 will be those who make some attempt to evaluate the importance of settler colonies in the expansion, and reach a well reasoned conclusion.</p>	
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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 relations between Britain and the American colonies in the years 1740-63, and requires an analysis as to the significance of the colonist's need for British protection in maintaining good relations during this period. Most candidates will focus on British relations with the thirteen colonies but a few candidates may refer to Canadian settlement as well. In the period 1740-63 the American colonists were under almost permanent threat from potential French, Spanish and Native American attack. The newly emerging settlements relied on the British to supply and pay for the military protection required to defend the land border and coastline from attack. Answers might suggest that all the while that the French threat, in particular, was so strong the American colonies could not afford to undermine relations with the British, while the British relied on the colonists to develop the territory. Some candidates might also suggest that the colonists needed the economic protection of British regulatory trade laws to protect the nascent economies. It might also be noted that by 1763, when the French threat receded after its defeat in the Seven Years War and the colonial economies were thriving enough to warrant more independence, the need for protection declined and relations began to deteriorate. To establish the extent to which good relations were influenced by the need for protection candidates might compare the given factor with other influences, suggest the primacy of a different influences or consider changing influences over time. Other influences which might be considered include the relative economic prosperity created for both sides by mercantilist policies, the relative non-interference by Britain in the government of the individual colonies, the lack of unity between the colonies creating concerted opposition to British influence and the political, cultural and familial ties with Britain.</p> <p>A simple description of the good relations or the need for protection will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will have some explanatory focus, though there may be passages of narrative or descriptive material. Level 4 answers will analyse the influence of the need for protection. At Level 5 will be those who make some attempt to evaluate the relative significance of the need for protection, and reach a well reasoned conclusion.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the reasons for the victory of the American colonists in the War of Independence (1775-83), and requires an analysis of the role of the American military leadership in achieving victory. In considering American military leadership, candidates might refer to the ability of American leaders to inspire and organise an untrained army in the early years of the war including Benedict Arnold, the willingness to fight a defensive war and to maintain morale during harsh winters and</p>	30

the strengths of George Washington in particular, resulting ultimately in the victory at Yorktown. Answers might, however, also challenge the ability of the military leadership with reference to early difficulties including desertions, Washington's lack of success in open warfare, the betrayal of Benedict Arnold and disunity amongst the American generals. To establish the extent to which the victory was due to the ability of the military leadership 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 the ineffectiveness of the British military leadership, the logistical problems of the British, the territorial advantages of the colonists, American diplomatic successes and the role of foreign intervention from the French and the Spanish.

A simple outline of the events leading the American victory or the ability of the American leadership will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of the American victory will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse the reasons for the victory with reference to American military leadership, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the relative significance of the ability of the American military leadership, and reach a well reasoned conclusion.

C3 The Slave Trade, Slavery and the Anti-Slavery Campaigns, c1760-1833

Question Number	Indicative content	Mark
5	<p>The question is focused on the reasons for popular support for the abolition of slavery in the years c1790-1833 and, in particular, why the support was so strong. From the 1790s, when the campaign against slavery became more fully organised, popular support for abolition grew rapidly particularly amongst those involved in the Evangelical revival and women. Throughout the period the campaign used a variety of methods which gained mass support including meetings, petitions and boycotts of products associated with slavery. Although some of the leading campaigners were relatively content with the success of the abolition of the slave trade in 1807, in the 1820s, when it became obvious that brutality on the plantations still existed, there was a resurgence in popular support, particularly from women who were prepared to take a more active stance leading to boycotts. Candidates might consider a variety of reasons to explain popular support, including the effectiveness of the campaign message and the media used to highlight the issue of slavery, the religious revival at the time with its roots in morality and the influence of women, the identification of the poor and disadvantaged with the plight of the slaves, a national desire to undermine French involvement during the Napoleonic Wars and to prevent further trade in slaves after 1815 and the sheer brutality of transportation and the plantation system.</p> <p>A simple description of popular support will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. At Level 3 candidates will attempt to explain the reasons for popular support, though there may be passages of free-standing narrative. At Level 4 answers will offer reasonable range and depth of accurate material, and will focus on the relative significance of a variety of reasons. At Level 5 will be an attempt to evaluate the significance of a variety of reasons in explaining why popular support was so strong, and to draw secure conclusions on the question.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the reasons why Parliament passed the abolition Acts of 1807 and 1833, and requires an analysis of the responsibility of the fear of slave revolt in passing these Acts. Candidates may refer to the general trends responsible for the passing of the abolition Acts but higher level answers are likely to consider within the response different factors surrounding each of the Acts and may distinguish the different reasons within the Commons and the Lords. Both of the Acts of 1807 and 1833 were passed in a climate of potential slave revolt. The slave revolt centred on the French island of St Domingue (Haiti) and the subsequent rout of European military forces and the creation of an independent state by Toussaint L'Ouverture may have persuaded both the Commons and Lords that conciliation might prevent rebellion in a period of war. The slave revolt on the British</p>	30

	<p>island of Jamaica, 1830-31, had consequences for an increase in popular support for the abolition of slavery at the time of elections to the newly reformed Parliament of 1832 resulting in MPs campaigning on behalf of abolition. To establish the extent to which the fear of slave revolt was responsible, candidates might compare the given factor with other factors or suggest the primacy of a different factor. Other factors that might be considered include the persuasive nature of the abolition campaigns, economic factors, particularly in 1833, the failure of the pro-slavery lobby, the domestic climate in Britain and the influence of Pitt in 1807 and Grey in 1832.</p> <p>A simple outline of the events surrounding the passing of the abolition Acts will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will have some explanatory focus, though there may be passages of narrative or descriptive material. Level 4 answers will analyse the role of the fear of slave revolt in Parliament passing the Acts of 1807 and 1833. At Level 5 will be those who make some attempt to evaluate the role of fear slave revolt, and reach a well reasoned conclusion.</p>	
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C4 Commerce and Conquest: India, c1760-c1835

Question Number	Indicative content	Mark
7	<p>The question is focused on the consequences of the defeat of France in the Seven Years War and the reasons why it was so important to the expansion of British rule in India in the years 1763-1815. In considering the importance of the defeat of France in 1763, candidates might refer to the decline in influence of France in the politics of the sub-continent, in the region in general and on the domestic politics of Britain for the next three decades, allowing Britain to expand and consolidate its economic and political position in India. The lack of rivalry allowed the British government to control the growing excesses of the East India Company, exploit the economic potential of India, defeat, subdue and conciliate Indian rulers unable to find alternative European allies and to ensure that British officials, such as Wellesley, would be unwilling to allow France to re-establish its position during the Revolutionary and Napoleonic Wars. At the higher levels answers will address the relative significance of different factors. Some answers might counter that although the French defeat was important at the beginning of the period it was not so important at the end.</p> <p>A simple narrative which describes the consequence of French defeat and/or British expansion in India 1763-1815 will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will have some explanatory focus, though there may be passages of narrative or descriptive material. Level 4 answers will analyse the reasons for the importance of the French defeat. At Level 5 will be those who evaluate the reasons and make some attempt to address why it was 'so' important, reaching a well reasoned conclusion.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on attempts by the Governors-General to limit the powers of the East India Company and requires an analysis of the extent to which they were successful. The role of Governor-General was created out of the desire to regulate economic and political powers of the East India Company through the Regulating Act of 1773. The Regulating Act formally recognised the right of the British parliament to control Indian affairs. The Governors-General were responsible for the on-the-spot overseeing the Company's implementation of policy and ensuring that subsequent regulations such as Pitt's India Act (1784) were executed. Previous problems created by patronage and corruption were addressed as a clear hierarchy of control was established. Through the Charter Act of 1793 Cornwallis was able to implement a code of regulations which introduced a clear civil law for all rights, person and property for Indian people. By the Charter Act of 1813 Hastings would oversee the withdrawal of the monopoly of trade with India, although the China monopoly continued until 1833. Cornwallis began a reform of revenue collection through the Permanent settlement which limited some powers of the Company but increased efficiency. However, all territorial possessions remained in the control of the Company and so by</p>	30

	<p>following a continuous policy of territorial expansion the Governor-General could have been seen to increase the power of the Company. Candidates might suggest that the Governor-General, particularly Cornwallis, were able to address the areas of political, administrative and financial power which had caused concern in the 1770s and the monopoly of trade had been withdrawn, although by following a policy of expansion the extent of Company control was extensively increased. Some might establish extent of success by reference to the apparent replacement of Company power with the power of the Governor-General on-the-spot, Wellesley was accused of corruption, the continual need for further definition of the relationship between the Company and parliament and the continued influence of Company officials.</p> <p>A simple description of the attempts to limit power will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will have some focus on success, though there may be passages of narrative or descriptive material. Level 4 answers will analyse the extent of success. At Level 5 will be those who evaluate success with reference to example of success and failure, and reach a well reasoned conclusion.</p>	
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C5 Commerce and Imperial Expansion, c1815-70

Question Number	Indicative content	Mark
9	<p>The question is focused on the role of the navy in the expansion of British imperial influence in the years 1815-70 and requires an analysis of the significance of the use of naval force in the expansion. In considering the use of naval force, candidates might suggest that the territorial acquisitions of war in 1815, such as the Cape and Malta, allowed the British to use naval force to expand British influence through the concept of 'gunboat diplomacy'. In areas of 'informal' influence, such as China, West Africa and the Far East, Britain was able to use the navy to enforce alliances and treaties and to establish trading relations. British control of the oceans was further enhanced by the use of the navy to enforce the abolition of the slave trade. To establish the significance of the use of naval force candidates might compare the given factor with other factors, suggest the importance of a more significant factor or consider changing influences over time. Answers might suggest that naval force was rarely used during this period of relatively weak imperial rivals, although the threat of force was often very effective, and that the navy was more often used to support other more significant forces of expansion such as trading companies, British industrial development or missionaries.</p> <p>A simple outline of the use of naval force or the expansion of British influence will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to address the role of naval force or the nature of the expansion of imperial influence will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse the the significance of the use of naval force, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the significance of the use of naval force, and reach a well reasoned conclusion.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the expansion of British influence in the years c1815-70, and requires an analysis of the extent to which this was fuelled by the requirements of British industry. In considering the requirements of British industry, candidates might suggest that the requirements of British industry for raw materials, such as mineral ores, cotton and luxury commodities such tea, sugar, coffee and tobacco with the further need for consumer, and other industrial, markets for produce fuelled the expansion of British influence. Answers might also</p>	30

	<p>suggest attempts to control and maintain a dominant trade in these products in an age of free trade encouraged initially the development of 'informal' influence in areas such as China and South America but eventually led to more 'formal' control such as in West Africa in attempts to protect the interests of British industry. To establish the extent to which the requirements of British industry fuelled the expansion of British 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 the consequences of the Napoleonic Wars, including territorial acquisition, the role of the navy, the desire for international prestige, trading companies, moral considerations and missionary activity.</p> <p>A simple narrative which describes the expansion of imperial influence or the requirements of British industry will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will have some explanatory focus, though there may be passages of narrative or descriptive material. Level 4 answers will analyse the role of the requirements of British industry. At Level 5 will be those who evaluate the importance, and reach a well reasoned conclusion.</p>	
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C6 Britain and the Scramble for Africa, c1875-1914

Question Number	Indicative content	Mark
11	<p>The question is focused on the extension of British control along the Nile Valley and east Africa c1875-98 and requires an analysis of the extent to which this was motivated by economic concerns. Between c1875 and 1898 Britain bought shares in the Suez Canal, occupied Egypt assuming financial control, became increasingly involved in the revolt in the Sudan, gave powers to the Imperial British East Africa Company, confronted France on the Nile at Fashoda, declared Anglo-Egyptian control of the Sudan and made agreements over the Upper Nile with France. In considering the economic motivation behind these events, candidates might refer to the importance of Egypt in the lucrative Indian trade, the trading potential of the Nile Valley with its cotton crops and the potential for access to mineral wealth and trade in east Africa and Zanzibar. Answers might suggest that with both the need to protect economic interests from rival imperial powers, particularly France and Germany, and increasing internal resistance, Britain established control in a variety of forms including financial control, dual control, chartered trading activity and the creation of formal protectorates. To establish the extent to which economic concerns were the motivating factor candidates might compare the given factor with other factors, suggest the primacy of a different factor or consider changing influences over time. Other factors to be considered might include strategic concerns, international prestige, imperial rivalry, the actions of men-on-the-spot, populist policies and the domestic situation in Britain.</p> <p>A simple description of British expansion or economic concerns will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the motivation for British expansion and/or the role of economic concerns, though there may be passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material which supports an analysis of the extent to which expansion was motivated by economic concerns. Answers at Level 5 will evaluate the importance of economic concerns, and will draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the causes of the Second Boer War and requires an analysis of the suggestion that the British attempts to protect Uitlander rights was the trigger rather than the fundamental cause of the war. After the discovery of gold in the Transvaal in 1886, an influx of migrants to work in the gold-mines, mainly British, resulted in tensions between the Boer government and these 'Uitlanders'. Uitlanders were denied political rights but taxed heavily. In 1895 the Jameson Raid, supported by Cecil Rhodes, from Rhodesia failed to ferment an Uitlander revolt but by 1899 the Uitlanders had organised a</p>	30

	<p>petition to request British intervention and when Britain officials, such as Milner, refused to withdraw British troops sent to the Cape as a result the Boers declared war. Candidates might agree with the statement, exemplifying the Uitlander cause as a trigger and suggesting a more valid fundamental cause(s), suggest that despite the existence of other long-term and short-term causes the Uitlander cause was fundamental or, perhaps, provide an alternative trigger event. Alternative fundamental causes or trigger events include the British desire to gain Boer mineral wealth, the strategic position of the Boer republics in British plans to expand in southern Africa, Boer relations with British imperial rivals such as Germany and Portugal, the role of men-on-the-spot, the Jameson Raid, Boer attitudes and the Boer ultimatum.</p> <p>A simple descriptive outline of the events leading to the outbreak of war will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus supported with some material will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to consider the causal nature of Uitlander rights, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate the causal nature, and will draw reasoned conclusions on the answer.</p>	
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C7 Retreat from Empire: Decolonisation in Africa, c1957-81

Question Number	Indicative content	Mark
13	<p>The question is focused on the reasons why the process of British decolonisation was intensified during the years 1957-65 and requires an analysis of the extent to which this was due to Macmillan's 'audit of empire'. Although African decolonisation had become an accepted policy in the 1950s, government policy suggested that the pace of independence would be determined by type of colony and the perceived readiness for self-government. However, between the years 1957-65 the pace of decolonisation was increased. As Chancellor of the Exchequer Macmillan had carried out a 'profit-loss' analysis of every colony and, once Prime Minister, he worked with the Colonial Secretary, Iain Macleod, to formalise this 'audit'. The 'audit' suggested that Britain was not in a financial position or to continue to rule its African Empire either peacefully or in the face of increased nationalist opposition. Both Macmillan and Macleod believed the audit suggested a need to withdraw more quickly than previously planned. To establish the extent to which the 'audit' explains the change of pace 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 considered include the growth of African nationalism, international pressure, domestic economic considerations, rapid decolonisation by other imperial powers and changing attitudes of the British public. Candidates might also give a more integrated response showing how the 'audit' was the consequence of inter-related events at the time such as the Suez Crisis which brought Macmillan into power, the cost of the Kenyan crisis, Britain's difficult economic situation and the decision to try to enter the European Economic Community.</p> <p>A simple outline of some of the key features will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the reasons for the increased pace and/or the changing attitude of Macmillan's government, though there may be passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material which supports an analysis of the extent to which changing attitudes were responsible. Answers at Level 5 will include some attempt to evaluate the role of the changing attitude of Macmillan's government, and will draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on the ability of the Rhodesian white minority government to remain in power from 1965 to 1980, and requires an analysis of the extent to which divisions amongst African nationalists was responsible for this. From the declaration of UDI in 1965 African nationalists were divided politically and as the years progressed became divided further. The African nationalists were divided politically into</p>	30

ZAPU led by Joshua Nkomo and ZANU led by Ndabaningi Sithole. As the guerrilla war emerged, ZAPU gained external support from the Soviets whilst ZANU gained support from China and North Korea. By 1978 the United African National Council under Bishop Muzorewa had also emerged and the leadership of ZANU divided with some elements supporting Robert Mugabe. Candidates might suggest that these divisions prolonged white minority rule by giving the regime the excuse that there was no clear nationalist leadership, creating difficulties in establishing 'peace' negotiations by external agencies and making the guerrilla war less effective. To establish the extent to which these divisions were responsible 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 the support for the minority regime by South Africa, the inability of the British, the UN or the Commonwealth to solve the problem, the reluctance of the British to negotiate with guerrilla leaders, domestic Rhodesian stability and unity and the lack of economic importance of land-locked Rhodesia.

A simple outline of events in Rhodesia and/or African nationalist divisions will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will have some explanatory focus, though there may be passages of narrative or descriptive material. Level 4 answers will analyse the significance of African nationalist divisions. At Level 5 will be those who evaluate the importance of nationalist divisions in prolonging white minority rule, and reach a well reasoned conclusion.

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