

AS

HISTORY

7041/1J

The British Empire, c1857–1967

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

Mark scheme

June 2024

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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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 the strength of British rule in India in the years 1900 to 1914?

[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:

- British rule in India was weakened by its most significant challenge since 1857
- nationalist terrorist groups posed a threat as they attracted university graduates
- nationalist newspapers played a key role in promoting violence.

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

- nationalist newspapers had emerged by 1900, for example the Kaal and Kesari, both of which spread anti-imperial views. The editors, Tilak and Paranjape, were both arrested for sedition. The nationalist group Young India was founded in 1903 and carried out assassinations of British officials, for example Curzon-Wyllie was killed in 1909
- the partition of Bengal in 1905 resulted in a significant challenge to British rule as it produced uproar from the Hindu elite. As a result, there were strikes, protests and boycotts of British-made goods. Following reunification, the All Muslim League adopted self-government for India as its goal resulting in a new challenge to British rule
- however, in India the nationalists never threatened to overwhelm British rule and the reunification of Bengal led to a calming of the Hindu nationalist opposition. A large number of Indians volunteered to serve in the First World War – this demonstrates that the extract has overstated the threat posed to British rule.

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

- British rule remained strong and faced limited challenge in India from nationalist groups
- concessions were made which appeased the moderate nationalist groups
- the more extreme nationalists were dealt with through deportation, meaning that violence rarely occurred.

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

- in India, Britain made reforms to Indian representation at the provincial level in 1909 and ensured the support of the elite through changes to the civil service in 1901. Bengal was reunited in 1911 to limit the challenges to British rule which partition had caused, demonstrating a timely concession before the threat to the British grew
- the more extreme nationalists such as Tilak were imprisoned and the nationalist newspapers were banned which limited their impact
- however, the internal threats to British rule have been understated as the reunification of Bengal in 1911 can be argued to have occurred as a result of the challenge Indian opposition posed.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that Extract A is more convincing because it recognises the threat to British rule which was beginning to grow during this period and was felt by the British administrators at the time, hence the

actions taken by the different viceroys. Alternatively, students might argue that Extract B is more convincing because British rule in India was never seriously challenged as the unrest was easily contained and therefore, British rule remained strong. Britain was able to make timely concessions to nationalists which prevented any serious uprising and this can be clearly evidenced by the strong show of support in 1914 from India for the war effort. The force which Britain could call upon to subdue any uprising also adds to its convincingness.

Section B

0 2 'In the years 1872 to 1885, Gladstone's governments did more to expand and protect the British Empire than Disraeli's government.'

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 1872 to 1885, Gladstone's governments did more to expand and protect the British Empire than Disraeli's government might include:

- it was under a Liberal administration that Britain became embroiled in Egypt in 1882 when the nationalist uprising, led by Arabi Pasha, threatened the Suez Canal. Once Britain had restored order, Khedive Tewfiq was installed as ruler under the control of Evelyn Baring
- the further expansion of British rule in Africa occurred during the Liberal Party's time in office as the Berlin Conference which kick started the Scramble of Africa occurred in 1884/85. British rule was established in Somaliland, 1884–87, New Guinea, 1884 and Bechuanaland in 1885
- there was a faction within the Liberal Party who believed in firm imperial action which can be seen in them convincing Gladstone to act in Egypt in 1882
- in 1885, Gladstone secured parliamentary support for money to fund the troops needed to fight Russia to protect India after Russia had defeated Afghanistan in 1885, demonstrating that the Liberal Party was willing to protect the Empire. Also, despite the Midlothian Campaign's criticisms of Disraeli's imperialism, the Liberals did not cede any colonies already under British control, eg Cyprus, which Gladstone had claimed to be 'valueless' and they never considered leaving India.

Arguments challenging the view that in the years 1872 to 1885, Gladstone's governments did more to expand and protect the British Empire than Disraeli's government might include:

- after having set out the party's stance as the 'Party of Empire' in the Crystal Palace Speech in 1872, Disraeli ensured that Britain secured a 44% share in the Suez Canal in 1875 and Victoria gained the title 'Empress of India' in 1877
- war was launched against Afghanistan in 1878 to ensure that a buffer zone was created to protect India against Russia
- the Transvaal was annexed in 1877 in an attempt to create a confederation in southern Africa, demonstrating that the Conservatives were willing to expand the Empire and take actions which would protect it
- the Liberal Party declined to commit further troops to fight in the First Boer War of 1880/81 and secured peace at the Convention of Pretoria. Similarly, they declined to take control of the Sudan despite Gordon's death in 1885, demonstrating they were not willing to expand the Empire.

Students may argue that the Liberal Party did more to expand and protect the Empire under Gladstone, even if that was not his intention. Due to events outside of his control, British foreign policy had to react by taking land in Africa and being prepared to fight a war to protect India. Alternatively, students may argue that the Conservative Party did more to expand and protect the Empire during Disraeli's time in power as it was a key part of his governments' foreign policy due to his desire to be seen as the 'Party of Empire'.

0 3 'In the years 1867 to 1890, Britain's involvement in Africa was driven by economic interests.'

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 1867 to 1890, Britain's involvement in Africa was driven by economic interests might include:

- Britain's involvement into southern Africa was due to economic interests as diamonds had been discovered in 1867 which made the area economically attractive, along with the agricultural products of sugar, coffee and cocoa. The economic interests of Cecil Rhodes and his company which received a charter in 1889 were also influential. These economic interests resulted in Britain expanding into Basutoland in 1868, West Griqualand in 1871 and then Griqualand East in 1872. The Xhosa War, Zulu War and First Boer War could all be seen as having an economic motive due to the presence of British traders
- British occupation of Egypt in 1882 was driven by the economic importance of the Suez Canal of which Britain owned 44% having paid £4 million in 1875. 80% of the traffic on the Canal was British and 13% of British trade travelled through it. Egypt was also an important source of cotton which fuelled Britain's textile industry. Therefore, it was economically vital that when Egypt was threatened by nationalists, Britain expanded its control by establishing a more formal method of control which wasn't in cooperation with another European power
- in West Africa under George Goldie the area had become an important source of palm oil and therefore, Britain claimed its right to proclaim a protectorate over both northern and southern Niger at the Berlin Conference in 1884–85 establishing formal control under the British government.

Arguments challenging the view that in the years 1867 to 1890, Britain's involvement in Africa was driven by economic interests might include:

- Britain's involvement in Africa was also driven by the motives of colonial administrators such as Sir Bartle Frere and Lord Carnarvon in southern Africa. Frere and Carnarvon were instrumental in expanding British rule in the area as they were determined to establish a confederation. Frere deliberately provoked a war with the Zulus which resulted in British victory and expansion
- involvement in Africa can also be seen to have been motivated by a moral belief that British rule was beneficial for the indigenous people. This can be seen through the missionary activity of David Livingstone and Mackenzie and also the trader Cecil Rhodes
- the threat of other European powers can be viewed as a motive for British involvement. This can be demonstrated by the threat posed by the French in Egypt and the Niger area and Germany in the south-east.

Students may argue that British involvement in Africa was a result of economic interests due to the vast resources and trade routes that Britain could take control of, if formal control was established in the different areas. The presence of other European powers was also a factor in British involvement, but could be argued to also have been driven by economic interests and therefore the British reaction to them was due to a desire to be the country that controlled the economic power that Africa could bring. Alternatively, students may argue that involvement was driven more by moral motives, either by colonial administrators believing they were doing a moral good by bringing more people under British control, or missionaries believing it was their moral duty to spread Christianity.