

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE in History (6HI01/C)

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2015

Publications Code US041756

All the material in this publication is copyright

© Pearson Education Ltd 2015

## 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: A01a and A01b (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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 1: 3-4 marks</b> As per descriptor</p> <p><b>High Level 1: 5-6 marks</b> 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><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 2: 9-10 marks</b> As per descriptor</p> <p><b>High Level 2: 11-12 marks</b> 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>

<p><b>3</b></p>	<p><b>13-18</b></p>	<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><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b> As per descriptor</p> <p><b>High Level 3: 17-18 marks</b> 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>
<p><b>4</b></p>	<p><b>19-24</b></p>	<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><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b> As per descriptor</p> <p><b>High Level 4: 23-24 marks</b> 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>

<b>5</b>	<b>25-30</b>	<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><b>Low Level 5: 25-26 marks</b> The qualities of Level 5 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 5: 27-28 marks</b> As per descriptor</p> <p><b>High Level 5: 29-30 marks</b> 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>
----------	--------------	--

*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
<b>Q (a) or (b)</b>	30	30
<b>Q (a) or (b)</b>	30	30
<b>Total Marks</b>	<b>60</b>	<b>60</b>
<b>% Weighting</b>	<b>25%</b>	<b>25%</b>

## C1 The Origins of the British Empire, c1680-1763

Question Number	Indicative content	Mark
1	<p>The question is focused on the growth of the British Empire in the years c1680-1763, and requires an analysis of, and judgement on, the significance of the role of the British East India Company in its development. The question refers to the growth of the British Empire as a whole but many candidates will probably refer mainly to the significance of the East India Company in the Asiatic sphere of influence. To reach high-band Level 4 and Level 5 responses should clearly be aware of the wider significance of the Company.</p> <p>Answers may refer to the consistent and gradual growth of EIC power in India. After the Glorious Revolution of 1688, the accession of William of Orange led to the division of interests between Dutch and British traders in the East. The EIC's clashes with France, and exploitation of the breakdown of the Mughal Empire, led to increased economic and political power, which after the defeat of France, both in India and the wider Seven Years War, would establish the British Empire in the sub-continent. The influence of the EIC was also significant in the wider Empire resulting in the need to protect the potential trading wealth, in particular driving the need for potential naval/refreshment stations and new routes to India. The EIC also traded with the North American colonies.</p> <p>In counter-argument, responses might suggest that the EIC had specific significance in only one major area of the Empire or became more significant only towards the end of the time period. Responses might mention its lack of significance in the North Atlantic sphere where the slave trade or war had a greater impact on the growth of Empire. The question is focused on the strengths and limitations of the significance of the EIC in the growth of Empire. Some candidates may suggest that other factors were more significant. Responses with this approach will only be able to access higher Level bands if the relative significance of these factors in relation to the EIC is directly discussed.</p> <p>Answers at <b>Level 5</b> will clearly address significance, by considering the strengths and weaknesses of contribution of the British East India Company and/or in direct comparison to other factors, and will support the analysis with a range of accurate factual material in some depth across most of the time period. These answers will establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate the factors into an overall judgement.</p> <p>At <b>Level 4</b> candidates will focus on the question well, they will begin</p>	30

to consider the contribution made by the Company by addressing its strengths and limitations and/or other factors, but the selection of supporting material and/or consideration of the focus may lack balance or be less secure; there may still be some narrative or descriptive passages.

**Level 3** answers will attempt analysis with some understanding of the focus of the question, possibly explaining the development of the company over the time period. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.

At **Level 2** will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.

**Level 1** responses will consist of a few simple statements with some relevance to an aspect of the question asked.

Question Number	Indicative content	Mark
2	<p>The question is focused on the territorial expansion of the British Empire in the years c1680-1763, and requires an analysis of, and judgement on, the extent to which this expansion was due to the growth of the Atlantic slave trade. The question refers to the territorial expansion of the British Empire, and higher Level 4 and 5 responses should refer to territorial expansion across the wider Empire. Answers which focus on the growth of Empire in general, rather than with specific reference to territorial expansion, are unlikely to achieve more than mid-Level 4.</p> <p>Most answers will probably suggest that the impact of the slave trade on territorial expansion was limited. Responses may refer to the limited need for territorial expansion in West Africa with the establishment of factories/ports being sufficient for trade, the growth of territory in the Caribbean and the impetus for consolidation on the eastern American seaboard created by plantation culture. Others might refer to increasing infiltration into the coastal areas of West Africa in response to Dutch and other European competition.</p> <p>To establish extent, candidates might compare the given factor with other factors, suggest the primacy of a different factor, consider changing influences over time or refer to different experiences in different geographical areas. Answers might suggest that in the North Atlantic empire settler migration and the gains of war were more important and that in the East/India the role of trading companies was more important in territorial expansion.</p> <p>Answers at <b>Level 5</b> will clearly address 'how far...most significant' , by considering the importance of the slave trade in relation to other factors with specific reference to territorial expansion, and will support the analysis with a range of accurate factual material in some depth across most of the time period. These answers will establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate the factors into an overall judgement.</p> <p>At <b>Level 4</b> candidates will focus on the question well, they will begin to consider the role of the Atlantic slave trade in the growth of Empire by addressing its strengths and limitations and/or other factors, but the selection of supporting material and/or consideration of the focus may lack balance or be less secure; there may still be some narrative or descriptive passages.</p> <p><b>Level 3</b> answers will attempt analysis with some understanding of the focus of the question, possibly by explaining the role of the Atlantic slave trade/and or territorial expansion. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p>	30

	<p>At <b>Level 2</b> will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p>	
--	--	--

	<p><b>Level 1</b> responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	
--	---	--

**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 relationship between Britain and its American colonies in the years 1770-1776. The question requires an analysis of the reasons for the rapid deterioration in the relationship in the years 1773-75 in relation to a period of apparent calm in the period 1770-72. It is expected that most candidates will concentrate on the 13 colonies of North America but candidates who make relevant references to other parts of the American empire should be credited accordingly; candidates might suggest that the situation was different in other parts of America and will probably refer to the consequences of the Quebec Act (1774).</p> <p>Answers might suggest that in the aftermath of the Boston Massacre (March 1770) both sides looked to calm down a situation that could have led to open rebellion, for example, the British government decided to repeal the Townshend duties. However, from May 1773 hostility came out into the open again. Candidates might suggest different interpretations of why this was so. It could be suggested that the British provoked the colonists by enforcing the Tea Act which re-opened calls for liberty; refusal to repeal the Act then led to the 'Boston Tea Party' and a subsequent over-reaction from the British in the form of the Coercive Acts. On the other hand, candidates might suggest that a perfectly legitimate attempt by the British government to aid the East India Company and reduce levies on imported tea provoked an over-reaction from the colonists. The British were then forced to invoke the authority which they had not exploited in the aftermath of the Boston Massacre while the continued intransigence of the colonists led to a situation of open rebellion and war. Attempts to calm down the events in the years 1770-72 had failed and the situation led to a chain reaction of events which could not be stopped.</p> <p>Some responses might suggest that the reason why relations began to deteriorate so rapidly was because, despite the appearance of calm, relations continued to be strained 1770-72 and/or that the events of 1773-75 acted as a tinder-box for long-term tensions on both sides. Long-term tensions might include disagreements over taxation, regulation, sovereignty and representation. However, responses which discuss long-term causes of tension in general rather, than in relation to the events of 1770-75, are unlikely to achieve above Level 3. Higher level responses are likely to focus on the reasons why the deterioration in relations was so rapid and/or discuss the events of 1773-75 in relation to situation in the years 1770-72. These</p>	30

candidates might suggest that events deteriorated so rapidly because the British underestimated the extent to which relations had improved and/or that many Americans became more radicalised during these years.

Answers at **Level 5** will clearly address 'why... deteriorate so rapidly', by considering the reasons both in relative importance, and in relation to the time period before, and will support the analysis with a range of accurate factual material in some depth across most of the time period. These answers will establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate the factors into an overall judgement.

At **Level 4** candidates will focus on the question well, they will begin to consider the reasons why relations began to deteriorate so rapidly, but the selection of supporting material and/or consideration of the focus may lack balance or be less secure; there may still be some narrative or descriptive passages.

**Level 3** answers will attempt analysis with some understanding of the focus of the question, possibly by outlining the events of the years 1773-75 and/or 1770-72 with only implicit focus or refer in general terms to longer term reasons for the deterioration in relations. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.

At **Level 2** will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.

**Level 1** responses will consist of a few simple statements with some relevance to an aspect of the question asked.

Question Number	Indicative content	Mark
4	<p>The question is focused on the situation in Britain in the years 1783-89, and requires an analysis of, and judgment on, the extent to which stability was undermined by the outcome of the American War of Independence.</p> <p>When referring to the outcome of the War candidates may refer to a variety of short-term consequences involving the loss of the colonies and the establishment of a new relationship. References could be made to the surrender at Yorktown, subsequent negotiations and the impact of the Treaty of Paris as well as the developing relationship. Responses will probably focus on political stability in Britain but might also refer to the economic situation and other forces of stability. With the territorial loss of the thirteen colonies, a damaged reputation in Europe and potential economic losses, there was much scope for growing instability in Britain post-1783. However, despite increased political tensions, by the time the revolution in France broke out in 1789 Britain had not followed the revolutionary route, Irish loyalties had been maintained for the moment and a healthy trading environment was already being re-established.</p> <p>To determine extent candidates may suggest that tensions were relatively substantial. Answers may refer to the increased pressure for constitutional reform which had begun in reaction to the war itself and which continued after the resignation of North in 1782. There was a climate of petitioning and anti-patronage, the Fox-North Ministry was opposed by the King and Pitt and in 1784 a General Election was called. There was also a potential threat from the victorious French and the stirrings of economic grievances in Ireland. Economically the cost of the war was immense, leading to higher taxation and the dislocation and loss of overseas trade followed by a recession and decline in the stock market. Industries that had gained from the war also experienced a decline in demand.</p> <p>Some candidates might suggest that there was relative stability after 1784. Any major political tension had occurred before the Peace of Paris and by 1783 political disturbances like the Gordon Riots (1780) had already shocked the political elite into the compromise of the Fox-North ministry and then in 1784 to the emergence of Pitt. In Ireland the British government had passed economic, religious and political reforms which led to relative stability. Although trade was at first drastically affected, by 1785 trade across the Atlantic had been restored to pre-war levels and Britain had found new markets in Europe.</p>	30

	<p>Answers at <b>Level 5</b> will clearly address extent, by considering the impact of the consequences of the War of Independence on the situation in Britain, and will support the analysis with a range of accurate factual material in some depth across most of the time period. These answers will establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate the factors into an overall judgement.</p> <p>At <b>Level 4</b> candidates will focus on the question well, they will begin to consider stability by addressing the degree of change, but the selection of supporting material and/or consideration of the focus may lack balance or be less secure; there may still be some narrative or descriptive passages.</p> <p><b>Level 3</b> answers will attempt analysis with some understanding of the focus of the question, possibly by outlining events in Britain during the period with implicit reference to the outcome of the War. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>At <b>Level 2</b> will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p><b>Level 1</b> responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	
--	--	--

### 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 role of slavery in the British economy in the years c1760-1833, and requires an analysis of, and judgment on, the extent to which it remained important throughout the period. Candidates will probably address the importance of slavery before the abolition of the slave trade and after it with reference to the key dates of c1760, 1807 and 1833. Candidates might refer to the views of different historians but this is not expected.</p> <p>Candidates may argue that slavery was an important component of the British economy throughout the period but that its significance changed over time. In the first 40 years of the period slavery acted as a driving force for economic expansion providing the supply of imports and exports that would be important to the newly industrialising economy; the processing of luxury consumer goods such as sugar and coffee and the production of metal goods for export. The expansion of the slave trade and slavery had such a great effect that luxury goods became mass market commodities, cotton cloth for example, and the financial and investment sector of the economy flourished. With the abolition of the slave trade in 1807 it might be suggested that slavery and its products continued to remain important but that by 1807 the slave trade itself may have become less profitable. However, in the twenty years after 1807, the importance of the slave plantation economies fluctuated so that by the late 1820s there was serious discussion as to its effectiveness and importance to an economy approaching full industrialisation.</p> <p>Some candidates might suggest that, after the initial gains from slavery up to 1800, there was a continual decline over time so that by 1833 plantations were losing money and markets and producing less due to soil exhaustion and reduced slave productivity. It might also be suggested that trade from other areas, such as India, was becoming more important or that for significant periods of time during the American and French Revolutionary period trade associated with slavery was severely dislocated.</p> <p>Answers at <b>Level 5</b> will clearly address extent, by considering the degree of importance of slavery to the economy, and will support the analysis with a range of accurate factual material in some depth across most of the time period. These answers will establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate the factors into an overall judgement.</p>	30

At **Level 4** candidates will focus on the question well, they will begin to consider the nature of the contribution to the economy, but the selection of supporting material and/or consideration of the focus may lack balance or be less secure; there may still be some narrative or descriptive passages.

**Level 3** answers will attempt analysis with some understanding of the focus of the question, possibly explain the importance slavery to the economy in general rather than over time. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.

At **Level 2** will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.

**Level 1** responses will consist of a few simple statements with some relevance to an aspect of the question asked.

Question Number	Indicative content	Mark
6	<p>The question is focused on the factors influencing the abolition of slavery in 1833, and requires the analysis of, and judgement on, the suggestion that the work of the abolition societies was the most significant.</p> <p>In support of the suggestion, candidates might refer to the work of a variety of evangelical and humanitarian groups who worked for the abolition of slavery during the period. Once the slave trade had been abolished in 1807 it took some time for groups to re-emerge with the aim of abolishing slavery itself. In the 1820s several groups began to become vocal again such as Buxton's Mitigation and Gradual Abolition of Slavery Society and the more militant female led and organised groups centred in the major cities such as Birmingham and Sheffield. Those in favour of gradual abolition worked within the bounds of political reform while the more radical groups appealed to public support and mass protest. As the gradualists met with little success many became more supportive of total abolition. The traditional abolitionists led by Buxton, the Ladies' Associations and the various religious groups combined together to put pressure on the Reform Parliament in 1833 after a motion for total abolition had been rejected in May 1830. A petition of 187 000 women's signatures was one of a variety of factors which would lead to compensatory abolition in the same year.</p> <p>To establish the extent to which these groups 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 are the role of slave revolts and slave consciousness, in particular the Jamaican Revolt (1831) and the work of evangelists in the Caribbean, the work of specific individuals, and the general political situation which existed in 1833. Higher Level answers might suggest that no one factor was most significant and a variety of factors worked together. For example, that the abolition societies, increasingly frustrated with small gains, became more radical during the 1820s and were able to mobilise increased support but it was not until a combination of Reform politics in Britain and slave revolt in the Caribbean coincided that plantation owners, worried about future profits, came to a compromise with Parliament over compensatory abolition.</p> <p>Answers at <b>Level 5</b> will clearly address 'how far...most significant', by considering the importance of the work of the abolition societies in relation to other factors , and will support the analysis with a range of accurate factual material in some depth across most of the time</p>	30

period. These answers will establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate the factors into an overall judgement.

At **Level 4** candidates will focus on the question well, they will begin to consider the role of the abolition societies by addressing their strengths and limitations and/or other factors, but the selection of supporting material and/or consideration of the focus may lack balance or be less secure; there may still be some narrative or descriptive passages.

**Level 3** answers will attempt analysis with some understanding of the focus of the question, possibly by explaining the role of abolition societies. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.

At **Level 2** will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.

**Level 1** responses will consist of a few simple statements with some relevance to an aspect of the question asked.

#### C4 Commerce and Conquest: India, c1760-c1835

Question Number	Indicative content	Mark
7	<p>The question is focused on the role of the Governors-General in the consolidation of British rule in India, and requires an analysis of, and judgement on, the suggestion that Cornwallis was the most significant.</p> <p>Candidates will probably refer mainly to the three Governors-General named within the specification – Cornwallis, Wellesley and the Marquis of Hastings. However, there were other individuals who held the post during the time-scale of the topic covered, including Bentinck (1828-35). Although Cornwallis is acknowledged as the first Governor-General of India, candidates may refer to Warren Hastings as Governor-General, his title in Bengal after 1774. Responses mentioning only the three named individuals should be able to access all Levels of the mark scheme but relevant references to other individuals should be rewarded accordingly.</p> <p>Most candidates will probably refer to general success but some may attempt to provide criteria for success; either approach will enable candidates to achieve at all levels but more complex responses are likely to lead to higher level marks. Candidates might support the suggestion with reference to the consolidation of power after Cornwallis' replacement of Warren Hastings. Cornwallis built on territorial gains from the Mahrattas in 1778 and the defeat of Hyder Ali of Mysore in 1780 but was more involved in creating stability in the wake of Hastings corruption scandal. Cornwallis focused on the consolidation of Company rule in India with the introduction of the Permanent Settlement in 1793 which created the <i>zamindar</i> class of officials/landowners in Bengal. Cornwallis was significant in bringing stability to a situation undermined by the Hastings affair. It was Wellesley, however, who increased British influence geographically and addressed potential opposition from within India. He made alliances with weaker rulers, defeated Tipu in Mysore, continued to make gains against the Mahrattas and conquered the whole of the Carnatic. This work was extended under the Marquis of Hastings who looked to defend northern and eastern borders and completed the destruction of the power of the Mahrattas. Candidates might also refer to the laying of foundations by Warren Hastings or the social reforms of Bentinck.</p> <p>Answers at <b>Level 5</b> will clearly address 'how far...most successful', by considering the success of Cornwallis in relation other Governors-General, and will support the analysis with a range of accurate factual material in some depth across most of the time period. These answers</p>	30

will establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate the factors into an overall judgement.

At **Level 4** candidates will focus on the question well, they will begin to consider the success of Cornwallis with reference to others, but the selection of supporting material and/or consideration of the focus may lack balance or be less secure; there may still be some narrative or descriptive passages.

**Level 3** answers will attempt analysis with some understanding of the focus of the question, possibly by outlining the success of Cornwallis and/or the other Governors-General. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.

At **Level 2** will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.

**Level 1** responses will consist of a few simple statements with some relevance to an aspect of the question asked.

Question Number	Indicative content	Mark
8	<p>The question is focused on the British reaction to opposition to its expanding power in India in the years 1763-1815, and requires an analysis of, and judgment on, the extent to which it was successful in overcoming opposition. Candidates should refer to both internal and external sources of opposition to reach the higher Levels but it is not expected that they should be dealt with equally. Some may interpret internal threat as either the possibility of internal rebellion within East India Company controlled territory and/or threats from indigenous rulers.</p> <p>It will probably be argued that by 1815 the British had been very successful indeed in overcoming opposition but that problems and opponents still existed. Indigenous opposition had been overcome with the defeat of Mysore and the Mahrattas, with only potential opposition from Ranjit Singh in the Punjab remaining. 40% of the subcontinent came to be controlled through alliances with the princely states. This also limited the possibility of local rulers forging alliances with the main European rivals to British power. The French had continued to be involved with local rulers through the Revolutionary and Napoleonic period but with the defeat of Napoleon in 1815 this came to an end, leaving the British only with a fear of Russian advance from the north. This fear and the problems of securing the eastern borders meant that there were still potential threats which needed to be dealt with after 1815. As a result Britain still looked to deal with Burma, Nepal, Tibet and Afghanistan. Internally the Company had steadily increased control to stem the threat of internal rebellion but this was achieved through an informal rule which was potentially volatile, and the more evangelical and 'civilising' movements which were beginning to influence Company policy in the 1810s suggested tension in the future.</p> <p>Answers at <b>Level 5</b> will clearly address extent, by considering the degree of success with which a variety of threats were overcome, and will support the analysis with a range of accurate factual material in some depth across most of the time period. These answers will establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate the factors into an overall judgement.</p> <p>At <b>Level 4</b> candidates will focus on the question well, they will begin to consider the nature of the British reaction to a variety of threats, but the selection of supporting material and/or consideration of the focus may lack balance or be less secure; there may still be some narrative or descriptive passages.</p>	30

**Level 3** answers will attempt analysis with some understanding of the focus of the question, possibly explain the threats to British influence and/or the methods by which they were overcome. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.

At **Level 2** will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.

**Level 1** responses will consist of a few simple statements with some relevance to an aspect of the question asked.

## C5 Commerce and Imperial Expansion, c1815-70

Question Number	Indicative content	Mark
9	<p>The question is focused on the expansion of British imperial influence in the years c1815-70, and requires an analysis of, and judgement on, the extent to which it was driven by the search for new sources of raw materials and foodstuffs.</p> <p>In support of the given factor, responses might refer to the growing influence in traditional areas such as West Africa where there was increased interest in tropical resources, in informal areas of trade such as South America and the Far East and in exploiting the newly emerging settler colonies as food suppliers. Fuelled by rapid industrialisation and population growth the need for new sources of imports was vital.</p> <p>To establish the extent, candidates might address the strengths and weakness of the search for new sources of imports as a driving force, compare the given factor with other factors or consider changing influences over time. Responses might suggest that industrial demand was as important as supply with commercial activity in general being the driving factor or that the desire to consolidate the gains from the defeat of France in 1815 was the foundation stone of expanding influence. Others might suggest that overall the concept of Pax Britannica was the driving force, of which commerce was only one vital element along with naval supremacy, Christianity and civilisation.</p> <p>Answers at <b>Level 5</b> will clearly address extent, by considering the importance of the search for new sources of imports as the primary cause, and will support the analysis with a range of accurate factual material in some depth across most of the time period. These answers will establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate the factors into an overall judgement.</p> <p>At <b>Level 4</b> candidates will focus on the question well, they will begin to consider the role of the search for new sources of imports by addressing its strengths and limitations and/or other factors, but the selection of supporting material and/or consideration of the focus may lack balance or be less secure; there may still be some narrative or descriptive passages.</p> <p><b>Level 3</b> answers will attempt analysis with some understanding of the focus of the question, possibly by outlining the search for new sources of imports with implicit reference to causation. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>At <b>Level 2</b> will be those who offer some relevant simple statements</p>	30

	about the question asked supported by limited, though broadly accurate, material in places.	
--	---	--

	<b>Level 1</b> responses will consist of a few simple statements with some relevance to an aspect of the question asked.	
--	--	--

Question Number	Indicative content	Mark
10	<p>The question is focused on British imperial policy in the years c1815-70, and requires an analysis of, and judgement on, the suggestion that it was motivated by the desire to consolidate the gains made by the defeat of the French in 1815. In reference to this statement most candidates will probably refer to the territorial gains and naval supremacy which was established but 'gains' could also refer to the advantageous commercial, industrial and diplomatic position in which Britain found itself.</p> <p>In support of the suggestion, candidates might suggest that these gains were the foundation stone for the main imperial policy of establishing a Pax Britannica; a combination of naval might and Christianity, commerce and civilisation. With the territorial, naval and commercial gains made in its relationship with the East, Britain was in a position to try to consolidate its influence in the formal areas already under control and expand influence informally elsewhere. The lack of a major European rival, particularly on the oceans, gave Britain the opportunity to enforce its moral codes as well. This age of 'anti-imperialism' was one of consolidation and informal expansion.</p> <p>To establish extent candidates may address the strengths and weakness of the given factor as a motivating cause, compare the given factor with other motivating causes, suggest the primacy of a different motivating cause or consider changing influences over time. Candidates might suggest that the Pax Britannica might have been founded on these gains but over time economic influences played a greater role and that the need to maintain prestige led to a more aggressive imperial policy. Some responses might suggest that even if Britain did not gain a great deal more territory it did begin a slow but sure expansion into West Africa and southern Africa and to secure its relationship with what were already, or about to become, the 'white dominions'. By 1870, there was a clear political discussion being established as to the future of British imperial policy; did colonial expansion create millstones or opportunities.</p> <p>Answers at <b>Level 5</b> will clearly address the extent, by considering the strengths and weaknesses of the suggestion as a motivating force, and will support the analysis with a range of accurate factual material in some depth across most of the time period. These answers will establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate the factors into an overall judgement.</p> <p>At <b>Level 4</b> candidates will focus on the question well, they will begin to consider the role played by the desire to consolidate gains by</p>	30

addressing its strengths and limitations and/or other factors, but the selection of supporting material and/or consideration of the focus may lack balance or be less secure; there may still be some narrative or descriptive passages.

**Level 3** answers will attempt analysis with some understanding of the focus of the question, possibly explain the relevance of the gains made in 1815 to British imperial policy. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.

At **Level 2** will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.

**Level 1** responses will consist of a few simple statements with some relevance to an aspect of the question asked.

## C6 Britain and the Scramble for Africa, c1875-1914

Question Number	Indicative content	Mark
11	<p>The question is focused on the increased British influence in Egypt and the Nile valley in the years 1875-1904, and requires an analysis of, and judgement on, the extent to which this can be explained by British reactions to events which happened on the spot. Most candidates will refer to events in Egypt and the Sudan but some may widen this to territory around the source(s) of the Nile. However, lengthy analysis of events in East Africa should not dominate a response and will lead to an imbalanced answer.</p> <p>With this question many responses will probably refer to the theories of peripheral, metropolitan and international causes. To reach the higher levels such an approach must be used to provide analysis of the reasons for increased influence in Egypt and the Nile Valley specifically; descriptions of the theories without such supporting evidence will be treated as a narrative response.</p> <p>In support responses might refer to the chain reaction of events occurring over separate decades including the financial difficulties of the Egyptian ruler, internal Egyptian rebellion, the rise of the Mahdi, the siege of Khartoum and the events at Fashoda which led to increased formal British control. British influence increased from financial investment and budgetary control to administrative authority in Egypt and annexation in the Sudan; British governments with little interest in imperial expansion found themselves pulled into expansionist actions.</p> <p>To establish the extent, candidates might compare the given factor with other explanatory causes, suggest the primacy of a different cause or consider changing causation over time. Other factors might include British domestic influence, international rivalry, economic concerns or strategic concerns. High level answers may suggest a complex interaction of events in which all of these factors played a part or suggest a greater element of chance or accident in the growth of formal rule.</p> <p>Answers at <b>Level 5</b> will clearly address extent, by considering the importance of events happening on the spot with other causes and will support the analysis with a range of accurate factual material in some depth across most of the time period. These answers will establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate the factors into an overall judgement.</p> <p>At <b>Level 4</b> candidates will focus on the question well, they will begin to consider the role of events happening on the spot by addressing strengths and limitations and/or other factors, but the selection of</p>	30

supporting material and/or consideration of the focus may lack balance or be less secure; there may still be some narrative or descriptive passages.

**Level 3** answers will attempt analysis with some understanding of the focus of the question, possibly by outlining increasing influence over Egypt and the Nile valley with implicit reference to causation. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.

At **Level 2** will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.

**Level 1** responses will consist of a few simple statements with some relevance to an aspect of the question asked.

Question Number	Indicative content	Mark
12	<p>The question is focused on the causes of the Second Boer War, and requires an analysis of, and judgement on, the suggestion that both the British and Boers were equally to blame for the outbreak of hostilities.</p> <p>Since the end of the First Boer War in 1881 the relationship between the Boer Republics and the British had been tense and with the discovery of gold on the Witwatersrand in the later 1880s tensions had escalated further. The British were keen to move northwards into central Africa and individuals such as Cecil Rhodes sought to exploit newly found mineral wealth. The Boers were determined to defend their territory particularly after the British abandoned suzerainty in 1884 and had support from Germany which was moving into southern Africa from the west.</p> <p>In support of British actions/policies that caused the war candidates might refer to the policies and actions of Cecil Rhodes as imperial entrepreneur and politician, the specific consequences of the Rhodes inspired Jameson Raid (1895), the imperial policies of Joseph Chamberlain, the appointment and intransigence of Sir Alfred Milner as High Commissioner (1899 ) and the mobilisation of British troops leading to a refusal to seek arbitration between the two sides.</p> <p>In establishing blame on the side of the Boers, responses may suggest that President Kruger of the Transvaal was determined to expand his territory and protect the mineral wealth by establishing agreements with British rivals in southern Africa, the treatment of <i>uitlanders</i> in the mining industry and the movement of Boer troops to the borders of British territory during 1899.</p> <p>Candidates might support the suggestion of equal blame by referring to the chain of action and reaction that took place with both equally determined to gain a foothold in South Africa, whilst others might suggest that the Boers provoked Britain or that the British determination to show strength provoked the situation at every opportunity or that individual Britons, particularly Rhodes and Milner should shoulder the blame.</p> <p>Answers at <b>Level 5</b> will clearly address 'how far', by considering the strengths and weaknesses of the suggestion focusing on both British and Boer responsibility, and will support the analysis with a range of accurate factual material in some depth across most of the time period. These answers will establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate the factors into an overall judgement.</p>	30

At **Level 4** candidates will focus on the question well, they will begin to consider the accuracy of the statement by addressing its strengths and limitations, but the selection of supporting material and/or consideration of the focus may lack balance or be less secure; there may still be some narrative or descriptive passages.

**Level 3** answers will attempt analysis with some understanding of the focus of the question, possibly by making assertions about the responsibility of one side or the other. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.

At **Level 2** will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.

**Level 1** responses will consist of a few simple statements with some relevance to an aspect of the question asked.

## C7 Retreat from Empire: Decolonisation in Africa, c1957-81

Question Number	Indicative content	Mark
<b>13</b>	<p>The question is focused on the British decision to dismantle its African Empire, and requires an analysis of, and judgement on, the suggestion that the most significant influence on this decision was the long-term economic and social impact of the Second World War.</p> <p>Candidates will be expected to discuss both economic and social impact to reach the higher Levels but equal consideration of each is not required. In support of the suggestion, candidates might suggest that the effects of continued post-war austerity on the public attitude towards Empire led to a greater questioning of the role of the African Empire. There was still support for Empire, especially in regard to territories where white settlement offered better prospects than in Britain. However, once it became clear that the post-war Labour government's policy of 'new imperialism' was weak economically and encouraged African nationalism (with resultant costs), then both the public and the Conservative government of the late 1950s looked to begin to dismantle the Empire. Not only in Africa but on the world stage, the economic effects of the war were making Britain weaker in the international field where it was losing ground to the USA and USSR and unwelcome in the new European economic sphere. These consequences came together in the Suez Crisis which highlighted all of the long-term weaknesses.</p> <p>To establish the significance of the long-term consequences, candidates might compare the given factor with other influences, suggest the primacy of a different influence or consider changing influences over time. Other factors which might be suggested are the changing world order post-1945, the growth of nationalism, events specific to the 1950s and/or the influence of European decolonisation in general. At higher levels it might be suggested that the long-term economic and social consequence of the War were very significant in laying the foundations for the short-term situation which existed in the 1950s.</p> <p>Answers at <b>Level 5</b> will clearly address 'how far...most significant', by considering the importance of the long-term social and economic impact in relation to other influences, and will support the analysis with a range of accurate factual material in some depth across most of the time period. These answers will establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate the factors into an overall judgement.</p> <p>At <b>Level 4</b> candidates will focus on the question well, they will begin to consider the role of long-term consequences by addressing its</p>	30

strengths and limitations and/or other influences, but the selection of supporting material and/or consideration of the focus may lack balance or be less secure; there may still be some narrative or descriptive passages.

**Level 3** answers will attempt analysis with some understanding of the focus of the question, possibly by explaining the impact of World War II on the decision to dismantle the African Empire. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.

At **Level 2** will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.

**Level 1** responses will consist of a few simple statements with some relevance to an aspect of the question asked.

Question Number	Indicative content	Mark
14	<p>The question is focused on the political situation in the newly independent former British colonies in the 1960s and 1970s, and requires an analysis of, and judgement on, the extent of political stability within these countries. Candidates may refer to geographical regions in general terms or use specific case studies to highlight areas of stability or instability. The relevant countries which are mentioned in the specification are Uganda, Nigeria and Rhodesia/Zimbabwe. Candidates are likely to use these as examples but are not expected to refer to all of them or to a specific number of examples. Southern Rhodesia may either be considered as a former colony with the unique position of having declared UDI from 1965 or irrelevant because independence was not formally achieved during this period.</p> <p>Candidates might suggest that most colonies, except for Southern Rhodesia, gained independence relatively peacefully; how peaceful often depending on the nature of the nationalist leadership and the extent of white settlement. East and central-southern Africa had a greater degree of white settler control than in west Africa. However, because nationalist opposition throughout Africa was essentially focused on the expulsion of British rule, the governments which emerged, although democratic in origin, were dominated by either one party or one individual. As the 1960s merged into the 1970s the reaction of these groups/individuals to emerging democratic politics or to opposition often led to instability and, in some cases, military take-over, for example, Uganda and Ghana. The economic potential of the new colonies often influenced political stability. Although many had resources to exploit, most did not have the necessary infrastructure or position in the world economy to take advantage of the situation; this led to widespread economic discontent. The ethnic diversity of the African Empire, with arbitrary national borders and in-migration by not only whites but settlers of Asian origin also caused problems. In Nigeria the Biafran War of Independence took place, in Southern Rhodesia the white population declared UDI leading to a fifteen year civil war and in Uganda Asians were expelled by Idi Amin. Those countries which seemed most stable, such as Tanzania, were often one-party states with socialist policies but authoritarian control.</p> <p>Most candidates will probably suggest that, after a period of relative calm during transition, political instability occurred across Africa. While some candidates might suggest that in east and central Africa, apart from Southern Rhodesia and Uganda, there was relative stability in comparison to west Africa.</p> <p>Answers at <b>Level 5</b> will clearly address extent, by considering the</p>	30

degree of stability and instability with the ex-colonies, and will support the analysis with a range of accurate factual material in some depth across most of the time period. These answers will establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate the factors into an overall judgement.

At **Level 4** candidates will focus on the question well, they will begin to consider the degree of stability, but the selection of supporting material and/or consideration of the focus may lack balance or be less secure; there may still be some narrative or descriptive passages.

**Level 3** answers will attempt analysis with some understanding of the focus of the question, possibly explain the situation in a limited variety of colonies. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.

At **Level 2** will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.

**Level 1** responses will consist of a few simple statements with some relevance to an aspect of the question asked.

