

Mark Scheme (Results)

January 2013

GCE History (6HI01/C)

Unit 1: Historical Themes in Breadth

Option C: The British Empire:

Colonisation and Decolonisation

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January 2013

Publications Code US034617

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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>

<p>3</p>	<p>13-18</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>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>
<p>4</p>	<p>19-24</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>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 growth of the British Empire in the years c1680-1763 and requires an analysis, and evaluation, of the significance of the Navigation Acts in stimulating imperial expansion. Candidates may approach the question by consideration of the arguments for and against the significance of the Navigation Acts in themselves and/or reference to the relative significance of other relevant factors. The major legislation referred to during this period as the Navigation Acts was passed before the starting date of the topic but candidates are expected to understand the impact of this mercantilist legislation and the amendments which followed during the period under study. The Navigation Acts were designed to protect British trade within its newly expanding Empire and from rival trading empires. The Acts influenced Britain's relationship with its interests in India and the Far East but most importantly created the trading environment for the British Atlantic economy. Responses may suggest that the Acts stimulated the growth of Empire significantly in that the newly emergent trading companies were able to use mercantilist legislation to support the extension of British influence both direct and indirect, in areas such as West Africa, the Caribbean and North America. In addition to this the desire to protect British trade from rival European powers, initially the Dutch but after 1688 mainly the French and Spanish, encouraged British willingness to become involved in European wars. To create a counter-argument, candidates may suggest that the Navigation Acts in themselves did not have a great effect on stimulating territorial growth but were more important in establishing economic wealth and that by the 1760s it was possible that the effects of the Acts in North America, in particular, were leading to problems in some colonies. Other responses might suggest other more significant factors in imperial growth such as war, the effect of the slave trade or the role of the trading companies. However, in a discussion of other factors candidates should refer to the relative significance of these factors compared to the Navigation Acts to reach the higher levels.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the significance of the Navigation Acts for British imperial expansion across the period and other relevant points, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on the positive aspects of the Navigation Acts or on alternative factors. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

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Question Number	Indicative content	Mark
2	<p>The question is focused on the reasons for the expansion of the British Empire in the years 1713-63 and requires consideration of the extent to which the rapid development of the slave trade was the most importance reason for its growth. Responses might suggest that the development of the slave trade was clearly the most important reason. In 1713 both the ending of the Royal African Company monopoly on the Atlantic slave trade and the granting of the <i>asiento</i> to British slave traders through the Treaty of Utrecht gave added impetus to British involvement in slavery. In the years 1713-63 the creation of the plantation economies in the Americas encouraged expansion and consolidation within the Caribbean and North America. The economic expansion which the slave trade brought encouraged governmental interest in maintaining and expanding empire through the mercantilist economic system. During this period it could be argued the Atlantic-based direct and indirect Empire was the most important area geographically. However, to establish importance candidates should refer to other factors such as the desire for prestige within Europe leading to gains in war, the mercantilist system as a whole rather than just the slave trade or social factors leading to settler-colonies. Some responses might suggest different imperatives at different times across the period or in different geographical areas, particularly India. For example, responses might suggest that although the rapid development of the slave trade led to the consolidation of empire it was rivalry with the French that led to expansion or that the slave trade may have been the most important factor in the Atlantic Empire but that other economic considerations were more important in India. Reference to events/factors which occurred before 1713 will be assessed in relation to their relevance to the growth of Empire after that date. However, there should be direct awareness of the date range of the question to access higher levels.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the significance of the rapid development of the slave trade across the time period relative to other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on the role of trading companies. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

C2 Relations with the American Colonies and the War of Independence, c1740-89

Question Number	Indicative content	Mark
3	<p>The question is focused on the outbreak of armed conflict between Britain and its American colonies in 1775 and requires consideration of the suggestion that it was mainly caused by the policies and actions of the British in the years 1773-75. Most candidates will probably focus on both short term and long term causes but effective responses may focus mainly on the years 1773-75. From 1773 there were a series of events precipitated by British policies and actions which seemed to reignite tensions between the Mother Country and the American colonies. The Tea Act (May 1773), although a measure designed to relieve the problems of the East India Company, resulted in economic and direct action by some colonists, most notably the Boston Tea Party (Nov 1773). The consequent Coercive Acts (1774), which were designed to isolate the perceived trouble makers of Boston, only appeared to inflame the situation more as Boston came seemingly under authoritarian and military rule. This seemed to be underlined further by the Quebec Acts (June 1774) which seemed to extend authoritarian control over the Canadian territories whilst potentially further limiting the expansion of the 13 colonies. The combined effect of these economic, military and political actions led to a reaction from some colonists who, in turn, organised economic boycotts, established armed militia and co-ordinated political responses such as the Continental Congress (Sep 1774). Between February and April 1775 a series of military encounters took place which finally led to shots being fired at Lexington and Concord. Candidates may suggest the provocation caused by British policies and actions were the main cause of the conflict either in the short term or the long term. Responses might suggest that before the implementation of the Tea Act Britain had established a period of calm in the colonies which might have led to a more measured relationship or that the actions and events of these years only ignited a conflict which had been inevitable for several decades. Others might suggest that it was not just the actions of the British but the reaction of American colonists as well or that the American reaction was more important.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the significance of British policies and actions 1773-75 specifically to the outbreak of armed conflict relative to other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on the deterioration of relations between the two sides rather than the outbreak of conflict. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. Level 1 response will consist of a few simple</p>	30

	statements with some relevance to an aspect of the question asked.	
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Question Number	Indicative content	Mark
4	<p>The question is focused on the nature of the relationship between the American colonists and the British during the years 1763-83 and requires consideration of the extent to which the colonists were united in their opposition to the British. It is not expected that candidates will have extensive detailed knowledge relating to specific measurement of support but to use the time period and events covered in the specification to refer to the nature of support for opposition against the British. Candidates may refer to the changing nature of opposition over time and/or to the geographical or social differences in support. After the peace of 1763 opposition to British attempts to establish a financial and political relationship with the 13 colonies grew but there was little concerted unity. There was a clear philosophical discussion over the rights of the colonists, many conservative colonists were worried by mob action and the economic boycott was not perceived by everyone as fair. The repeal of the Townshend duties brought a period of calm. At this stage, and throughout, differences between colonies often led to more dispute than differences with the Mother Country and within colonies social tensions were apparent. However, in the years 1773-75 a more unified political reaction to British coercion could be seen and at the First Continental Congress (Sep 1774) the only state not represented was Georgia. Despite this there were ideological differences on how to proceed between radicals and moderates. The Second Continental Congress (May 1775) occurred after the outbreak of conflict and saw all states represented. Congress effectively became the centre for colonial opposition agreeing an economic policy and appointing Washington in command of a Continental Army. In declaring Independence (July 1776) Congress was aware of the localism of grass roots colonial politics and each state approached the political situation differently; on 2nd July 1776 only 12 states actually voted for independence. During the conflict itself there was not always clear unity within the ranks of the Continental supporters and there were over 500,000 loyalists supporting the British in some form, mainly in the southern states. It is generally thought that 2/5 of population could be described as active rebels, 2/5 loyalists and 1/5 neutral. By 1783 there were still many active loyalists with 19,000 signed to the British army and disunity was apparent amongst the Continental supporters even at the peace negotiations.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider explicitly the extent of colonist unity against the British, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on the period before armed conflict. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or</p>	30

	<p>lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	
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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 growth of the British slave trade in the years c1760-1800 and requires consideration of the suggestion that it was fuelled mainly by the needs of the plantation system. Candidates who describe the triangular system and/or the plantation system with little reference to factors influencing growth are unlikely to achieve more than Level 2. It is likely that most candidates will consider the growth of the slave trade generally within the Atlantic economy during these years. However, candidates who attempt to show or suggest that the events in North America and the loss of the thirteen colonies may have clearly affected the situation should be rewarded. The plantation system as it was managed in the period before 1807 required a continuous flow of slaves supplied through the slave trade. The plantation system treated slaves as commodities and as such it was just as economic to replace unproductive slaves or slaves worked to death as it was to provide an environment in which they could thrive and reproduce. Not only this but the expansion in population and the commodities produced in the Atlantic colonies encouraged the trade to grow. Although there is some evidence of an economic decline in the early part of this period and the North American conflict did affect trade patterns from the 1770s sugar production and productivity grew, as did exports from the West Indies. To establish extent candidates may consider other factors in the growth of the slave trade during this period relative to the needs of the plantation system or by showing the complex inter-relationship. Candidates may refer to the growing consumption of the luxury commodities provided by the plantations, the need of British manufacturers to develop markets for export and the availability of slaves in West Africa itself.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider not only the importance of the plantation system in relation to other factors but the specific geographic areas as well, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on the plantation system without reference to geographical area. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the obstacles to the abolition of slavery in the years c1790-1833 and requires consideration of the suggestion that the strength of the West Indian planters, and consequently their interest (groups and individuals who profited from the slave trade in the Caribbean), was the most significant obstacle. Many people in Britain had a vested interest in the slave trade and the plantation economies of the West Indies. Individual MPs, merchants, shopkeepers and workers in the industrialising towns all had some connection to the slave trade. As a result the political environment in Britain was a definite obstacle to the passage of legislation designed to ameliorate or abolish slavery. Not only did individual MPs, for example, John Hardman of Liverpool, have interests but the nature of the franchise meant that prominent members of the merchant communities in Liverpool, London, Bristol and Manchester had influence over the Board of Trade and were active in interest groups such as the African Committee and West India Committee. These groups were as organised as the anti-slaving lobby and used many of the same tactics but had more power within Parliament. It would take a change in the composition of parliamentary seats in both 1807 & 1833 to be able to pass the abolition legislation. There is also some suggestion that there were economic considerations in both 1807 and 1833 which undermined their position. The consequences of the slave revolt of 1831-2 in Jamaica may have persuaded the planters to accept abolition. However, it is unlikely that the 1833 Act would have been passed without the generous compensation clauses for the plantation owners. However, there were other obstacles as well which candidates might consider relative to the importance of the West Indian interest. The abolition campaign was supported by many who would not have been represented in Parliament even if the West India lobby was not so great it took many years & changes in the franchise to persuade leading politicians, for example Pitt and Grey, to support abolition, the effect of the radical nature of the French Revolution on even moderate thinkers in Britain and the related fear of slave revolt which coincided with the most vocal years of the anti-slavery movement and the divisions amongst abolitionists themselves after 1807 as to the speed with which slavery should be abolished and the nature of the abolition. Many leading anti-slave trade abolitionists were less convinced in the need to abolish slavery.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the significance of the West Indian interest across the whole period relative to alternative obstacles, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus mainly on the obstacles to either the 1807 Act or the 1833 Act. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited</p>	30

	though broadly accurate material in places. Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.	
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C4 Commerce and Conquest: India, c1760-c1835

Question Number	Indicative content	Mark
7	<p>The question is focused on the power and influence of the East India Company (EIC) in India and the extent to which it changed during the years 1763-1833. As a result of the gains achieved during the Seven Years' War and the subsequent Peace of Paris, the EIC emerged apparently in both political and economic control of the Carnatic, Bombay and Bengal. In reality these powers had been conferred by the Moghul Emperor and were reconfirmed in 1865. The British government were uneasy with the nature of both the political and economic power of the EIC and despite being at the behest of the Moghul interfered with Company power and influence throughout the entire period. The British government often used the perceived corrupt practices of the Company as an excuse to interfere on behalf of the Indian people. In 1773 the political power of the Company was reduced by North's Regulating Act which stated that Company rule would be carried on in the name of the Crown and introduced the concept of a Governor-Generalship of Bengal. In 1784 Pitt's India Act further separated the commercial and political function of the Company with the introduction of a Board of Control in London. After this Company power was slowly eroded ever further as British policy was controlled by the appointed Governors-General. The Company economic power was in theory much greater with a monopoly on trade and tax-collecting privileges. However, as early as 1772 the Tea Act was passed through the British parliament to try to help the financial difficulties of the Company. In 1813 the Company lost its monopoly and in 1833 the EIC ceased to trade leaving it nominally in control of British India under the establishment of a Governor-General of India. Candidates may suggest that both the economic and political power of the Company was severely reduced over time with political erosion being established earlier. Others might argue that the power of the EIC was never that great in practice or that it was merely an 'informal' means for the British government to establish 'formal' control at a time when direct expansion was not fashionable.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the extent to which the EIC's power and influence changed and developed across the whole period, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on the situation prior to the Charter renewal in 1813. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on British attitudes towards Indian traditions and beliefs and the reasons why they became increasingly less tolerant in the 1820s and 1830s. Candidates could discuss a variety of reasons to establish relative importance or to establish the inter-relationship between reasons. Until the 1820s British attitudes towards Indian traditions and beliefs were relatively tolerant. This was a result of both a laissez-faire attitude which believed that despite East India Company rule there should be little intervention in the everyday lives of the Indian people and a significant strand of 'orientalism' within Company officials who actively admired and studied Indian civilisation. In general, non-interference was considered to be an effective measure of control over such as vast geographical area and diverse population. The social stratification which pervaded Indian social and religious traditions also fitted well into the hierarchical structures of Company rule. From the 1820s, and a little before, attitudes began to change quite significantly. In particular, some social/religious traditions towards women such as suttee were criticised as was the practice of thuggee. There are several reasons for this that candidates might expand upon such as the growing influence of Christian missionaries, Utilitarian ideas spreading amongst new Company officials trained in Britain, changes in moral attitudes amongst the British public as a result of the anti-slavery campaigns, the beginning of British attempts to increase the influence of British justice and the influence of individual reformers such as Governor-General Bentinck (1828-35). Collectively these influences seem to have over-ridden the previous policies of non-interference.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the relative importance of a variety of factors and address the suggestion that attitudes became increasingly less tolerant, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on the role of Christian missionaries. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

C5 Commerce and Imperial Expansion, c1815-70

Question Number	Indicative content	Mark
9	<p>The question is focused on the expansion of British influence and the extent to which it was motivated primarily by economic considerations in the years 1815-70. Answers may focus on the key feature of British industrialisation and economic growth during this period which stimulated the expansion of both British territory and more 'informal' influence. The need for raw materials, trading opportunities, markets for export, the development of overseas communications infrastructure, and the exploitation of mineral wealth all provided opportunities for expansion and investment. Candidates might suggest that the expansion of 'informal' and 'semi-formal' relationships with the southern United States, South America and China were motivated by the opportunities for trade, whilst the increasingly formal control over India allowed for the exploitation of raw materials and export to an essentially protected mass market; Britain could choose when and when not to implement its free trade economic policy. To establish the relative importance of economic considerations candidates might suggest alternative factors or discuss the inter-dependence of related factors. Other factors might include the initial impetus of the gains made from the peace of 1815, moral considerations, particularly those surrounding the enforcement of anti-slavery measures, the growth of naval power and the need to maintain British pre-eminence internationally despite a lack of rivals for most of the period. Candidates might also suggest that different factors were important at different times or in different geographical areas.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the significance of economic considerations as the motivating factor across the time period, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on mercantile trade rather than wider economic considerations. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
<p>10</p>	<p>The question is focused on the nature of British imperial rule during the years c1815-70 and the extent to which British rule was expanded 'formally' through direct colonial control. Candidates may approach this question by reference only to the nature of the expansion of the 'formal' Empire but might also establish extent by comparison with the extent of Britain's 'informal' Empire. Traditionally this period is seen as being an era of 'informal' expansion with Britain concentrating on increasing its economic influence rather than direct territorial control. However, there was significant consolidation of territorial control during the period if not new conquests. During this period the territories which would become the 'white' Dominions of the British Empire were secured and relationships between Britain and the settler colonies developed and negotiated. Canada was the most advanced in negotiations for some form of responsible rule with the South African and the Australian colonies also involved in becoming more established. Difficult relations between settlers and Maoris resulted in New Zealand being annexed in 1840. Throughout the early part of the period the peripheral areas of India and Burmese territory were brought under more formal control. The Treaty of Nanking (1842) gave Hong Kong and the five treaty ports to Britain, from where more informal influence could be established on the Chinese mainland. Britain also secured its established bases in West Africa as it became clear that despite the abolition of the slave trade West African commodities would still be profitable in the future. In 1857, as a consequence of the Indian revolt, Britain took formal control of the Indian territory of the East India Company thus adding a vast geographical territory officially to the imperial map of Britain. Candidates might, therefore, suggest that despite being a period of supposed 'informal' expansion a great deal of territory was consolidated or that despite this consolidation very little new territory was 'formally' added to the British Empire during this period. Some candidates might argue that the 'informal' influence gained in South America and China and through naval supremacy far outweighed the gains in 'formal' territory.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the extent to which Britain's 'formal' Empire increased from the situation in 1815 to the position in 1870, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on the lack of 'formal' Empire during this period. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	<p>30</p>

C6 Britain and the Scramble for Africa, c1875-1914

Question Number	Indicative content	Mark
11	<p>The question is focused on the attitudes of British politicians towards the expansion of British rule in Africa during the years c1875-1914 and the extent to which these attitudes developed and changed over time. Political attitudes towards the expansion of British rule in Africa was often quite complex and related to the political climate of the time. Very few politicians were completely against the Empire and their attitudes were often determined by the economic advantages which the Empire was perceived to bring, their perception of the need for 'informal' or formal rule and the need to expand further. Before 1870 there had been a more general reluctance towards formal control with some Liberal politicians questioning the moral aspects of expansion. However, in the 1870s Disraeli publically began to champion the cause of imperial expansion in an attempt to distinguish between Conservative and Liberal imperial policies in the eyes of the newly enfranchised electorate; a patriotic approach to imperial expansion would, it was believed, win votes. Disraeli bought shares in the Suez Canal and British expansion in Africa became entwined with the need to protect India. The Liberals were more questioning of expansion but under Liberal government in the 1880s Britain became more directly involved in both the Nile Valley and southern Africa. In the 1890s many Conservative politicians became more directly supportive of expansion in Africa leading directly to the events involving the Colonial Secretary, Joseph Chamberlain, which would lead to the Second Boer War. The events of the Boer War brought the political divisions and opinions as to future expansion into Africa, into the open. Many Liberal politicians viewed the events as a clear indication that the nature of British imperial rule should change with those colonies able to rule themselves more independently encouraged to do so whilst Britain maintained a duty of patronage to those with indigenous populations apparently unable to do so. Conservatives began to view expansion with more caution whilst even full-blooded Imperialists looked to empire for the national good. By 1914 all the available land in Africa had been divided between the European nations and so the desire for expansion was now replaced with attitudes towards the nature of British rule.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the extent to which the attitudes of British politicians towards African expansion developed and changed across the whole period with some discrimination in regard to differing political views, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on general attitudes with reference particularly to the effects of the Second Boer War. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate</p>	30

	material in places. Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.	
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Question Number	Indicative content	Mark
12	<p>The question is focused on the motivation for British expansion in Africa in the years c1875-1914 and requires consideration of the suggestion that the primary motivation was strategic interest. Candidates may consider the role of strategic factors generally but it is probable that those who consider change over time and/or geographical areas will provide greater range. Some candidates may suggest that there was no primary motivation but rather an inter-relationship of factors one of which may have been more prevalent at any one time. However, there should be a discussion of the relative importance of strategic concerns in British expansion. Candidates might suggest that in 1875 the British presence in Africa was related both to the economic concerns established in West Africa as a result of the slave trade and to the strategic importance of the Cape Colony in southern Africa, and that both of these areas were of interest to their European rivals. Before the opening of the Suez Canal (1869) the Cape had been of prime strategic importance in protecting the trade route to India and the Far East. There was little attempt to gain more territory leaving the Boers to move north. From the 1870s onwards, as both European interest in imperialism and the importance of India grew, Britain expanded both in the Nile Valley region and in southern Africa. The advance in north-east Africa was clearly of strategic concern with Disraeli's purchase of the Suez Canal shares (1875) and the Dual Control of Egypt (1878) whilst the British further established control over the coastal regions of southern Africa in Natal and Zululand. Continued expansion into the Nile Valley and East Africa can clearly be seen as an extension of strategic concern over control of Egypt, the Suez Canal and the sea route to India. Greater interest in West Africa can also be linked to the growing interest of France in imperial expansion. To establish relative importance candidates might refer to other contributory motivations such as economic factors, referring to the newly exploited commodities of cocoa and palm oil in West Africa, the discovery of diamonds and later gold in southern Africa and the cotton industry in Egypt. It might be suggested that in the later period, strategic concerns having been essentially consolidated, it was the economic potential of West Africa, the Boer territories and East Africa which took over, particularly with the influence of individuals 'on-the-spot'. The importance of events in Africa itself and the importance of British prestige might also be considered. Some candidates may use metropolitan and peripheral theories of imperial expansion in order to explain their answer. This is a valid and potentially high level approach. However, these responses must use specific examples to support their arguments and discussions of theory without exemplification or descriptions of the these theories may only meet the Level 3 criteria.</p> <p>Answers at Level 5 will have a secure focus on the question, will</p>	30

	<p>consider the importance of strategic concerns relative to other motivational factors across the period, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on events in North and East Africa, for example. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</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 Britain's decision to decolonise its African Empire from the 1950s and requires consideration of the suggestion that this was mainly motivated by economic considerations. Candidates might support the statement by suggesting that Britain's domestic economic situation and the potential profitability of a continued colonial relationship with Africa was an important motivation in the decolonisation of its African Empire in the 1950s. Britain had come out of the Second World War with severe economic and financial weaknesses and despite attempts to boost its economic strength by investing in the economy of its African colonies, by the 1950s it seemed to many that Britain could no longer afford its Empire. Domestic pressures were focused on developing the Welfare State and rebuilding the infrastructure devastated by war. When the Conservative Prime Minister Harold Macmillan succeeded Eden after the Suez Crisis his cost-benefit analysis of the colonies suggested that it would be best for Britain to withdraw from Empire at a reasonable but quicker speed than had been envisaged before. When the cost of controlling the Mau Mau emergency became apparent the imperative seemed even more so. In the new international world which emerged after World War II Britain also began to look to establish economic ties with Europe. In order to establish the relative importance of economic considerations candidates may consider the role of other factors such the growth of opposition within Africa, international and strategic considerations, and the moral questions attached to imperial power or show the inter-dependence of a number of factors across the period under discussion. Perhaps suggesting that the economic weakness of Britain merely underlined the changes in international prestige and attitudes towards imperialism brought about by the Second World War</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the importance of economic considerations across the period and/or in different geographical areas relative to other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance with focus on the general preconditions for decolonisation with specific exemplification being rewarded in the higher bands. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on the process and nature of the transition to independence in Britain's African colonies in the 1950s and 1960s and the extent to which it was carried out in an orderly and controlled manner. Candidates might suggest that in general the British decolonisation of its African territories was carried out with a degree of order in most territories. Planned independence for Ghana had been carried out in 1957 with a speeding up of independence for West African and East African colonies without substantial white minorities in the early 1960s. The more complex situation in the white-settler communities highlighted by the Mau Mau in Kenya in the early 1950s and the creation of the Central African Federation in 1953 seemed to have been resolved by the mid-1960s in all colonies except Southern Rhodesia. Colonies with smaller population bases and less obvious economic strengths had mostly gained independence by 1966. Candidates may argue that, although British treatment of African nationalists led to tensions, it was only in Southern Rhodesia, with the declaration of UDI in 1965 and the outbreak of guerrilla warfare at the end of the 1960s, that the handover of power was unsuccessful. Responses may argue that it was only after independence that political difficulties and the dangers of one-party states began to emerge resulting in civil war in Nigeria and military dictatorship in Uganda for example. However, candidates may consider extent through establishing a counter-argument that the speeding up of independence was influenced by the growing opposition and actions of African nationalists and, in particular, by the legacy of Mau Mau disorder. Answers might also suggest that the nature of the handover, which included favouritism towards both the traditional ruling authorities and the urban nationalist elite, led to the problems of tribalism, one-party rule and military authoritarianism which many new African nations were to encounter by the late 1960s; the initial transition may have been orderly and controlled but the legacy was far from peaceful.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider explicitly the extent to which decolonisation was accompanied in an orderly and controlled manner across some geographic range and with some discrimination, and will support the analysis with a range of accurate factual material in some depth whilst coming to a judgement. At Level 4 candidates will address the question well, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on mainly on limited examples such as disorder in Kenya and Southern Rhodesia and order in Ghana. Level 3 answers will attempt analysis with some understanding of the focus of the question, though supporting material is likely to be descriptive and/or lacking in both depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer a few simple statements about the focus of the question supported by limited though broadly accurate material in places. Level 1 response will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

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