



Mark Scheme

Summer 2017

Pearson Edexcel GCE AS
In History (6HI01) Paper 1C

Paper 1C: The British Empire: Colonisation and
Decolonisation

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General Marking Guidance

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

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

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

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

GCE History Marking Guidance

Marking of Questions: Levels of Response

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

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

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

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

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

Deciding on the Mark Point Within a Level

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

Assessing Quality of Written Communication

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

Unit 1: Generic Level Descriptors

Target: AO1a and AO1b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

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

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

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

Note on Descriptors Relating to Communication

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

Unit 1 Assessment Grid

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

C1 The Origins of the British Empire, c1680-1763

Question Number	Indicative content	Mark
1	<p>The question is focused on the expansion of the British Empire in the years c1680-1763 and requires the evaluation of the relative importance of war as opposed to trade in explaining this expansion. To reach the higher Levels responses should be focused on the two key factors of trade and war as stated in the question, and as to whether war was more important than trade. To support the case for war candidates might refer to the significant gains made from war during this period. The Treaty of Utrecht (1713) brought gains in the Caribbean, important naval bases such as Gibraltar and the <i>asiento</i> while the victory in the Seven Years' War (1756-63) brought huge territorial gains in both North America and India which had knock-on effects for British trade. It might also be suggested that the prestige gained in war created a confidence to expand even further. Other candidates might suggest that that trade was more important. Trading companies such as the Royal African Company, the South Sea Company and the British East India Company were at the forefront of expansion in both trading and territory. Trading bases became the foundations for territorial expansion, for example, Calcutta, trading ships were used by the navy in times of war and trading wealth provided investment in settler and plantation colonies. Some responses might suggest that war did not always lead to expansion with references to less successful wars such as the War of Jenkin's Ear (1739-48) and to the economic drain caused by war. Better responses may show how war and trade were inter-linked, for example, the protection of British trading interests was the catalyst for the 1739-48 war. These response might suggest that impact of war was important at certain key times but that expansion through trading remained constant throughout the period.</p> <p>Answers at Level 5 will have a secure focus on the question, will give balanced consideration to the importance of war relative to trade, 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 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 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
2	<p>The question is focused on the relative significance of a key factor, specifically government influence, in the expansion of the British Empire in the years c1680-1763. Candidates might suggest that the role of government was very significant through laying the foundations by which expansion of both territory and economic could take place. Responses might refer to the concept of mercantilism, the implementation of the Navigation Acts, the granting of trading and settlement charters, the growth of the navy and the establishment of the Bank of England. Candidates might also point to the influence of economic and financial decisions made as a result of the Glorious Revolution (1688). Other responses might suggest that different factors were more significant such as the role of trade and war or, more likely, that the expansion of Empire was a complex inter-action of a variety of factors. Candidates will probably refer to war as being another factor without acknowledging the role of Government. This reflects the nature of the specification but candidates who are clearly aware that war was a direct reflection/execution of Government policy should be rewarded within the Level achieved. To reach the highest Level though responses should make a judgment as to the overall significance of Government influence or show clearly how the role of Government fits into a more complex web of causation.</p> <p>Answers at Level 5 will clearly address the focus of the question, by considering the significance of the role of Government either by establishing both its strengths and limitations or referring 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. At Level 4 candidates will focus on the question well, they will begin to consider the significance of the role of Government by addressing its strengths and/or 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 effects of internal opposition and/or the collapse of communism. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. These responses may describe the role of Government/and or the expansion of the British Empire. 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.</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 assessing the relative importance of the long-term and short-term causes of the American decision to declare independence in 1776. It requires an analysis of the suggestion that short-term British actions in 1774-5 were of less significance than the longer-term causes of tension between the American colonies and the Mother country. In response to events in New England in 1773, such as the Boston Tea Party, the British introduced the Coercive Acts in 1774. This along with British government attempts to increase constitutional, legal, economic and military control over the colonies in these years led to both a political and physical response from many colonists. In 1775 British military action at Lexington and Concord, the British Parliament decision to use further force and the rejection of the Olive Branch Petition by the King led to a clear breach between the colonists and the Mother Country and the Continental Congress declared independence in July. Some responses may agree that these events had merely triggered longer-term divisions and tensions that had been simmering since the 1740s referring to frustration with mercantilist policies, legal restrictions, gubernatorial powers and military decisions. Others might suggest that even though there were longer-term grievances it was not until 1774-5 that the relationship broke down irrevocably. These might suggest that the use of military force, the intransigence of Parliament and ultimately the declaration by George III that he considered the colonies to be in a state of insurrection meant that the Continental Congress had no choice but to declare independence. Candidates who respond to this question with reference to the outbreak of war rather than the declaration of independence may only achieve low Level 4 at best.</p> <p>Answers at Level 5 will have a secure focus on the question, will give balanced consideration to the significance of British actions relative to longer-term causes, 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 significance of British actions. 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. These responses may describe the events of 1774-76 or outline the deterioration in relations with only implicit reference to the question set. 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
4	<p>The question is focused on the political development of the newly created American state after the British recognition of independence in 1783. It requires an evaluation of the reasons why the state was based on a federal rather than centralised system of government. Candidates will probably refer exclusively to the period after 1783 but those who can establish cause in the context of events pre-1783 should be rewarded within the Level achieved. Also the explanation of events surrounding the framing of the Constitution is not helped by the fact that the Federalist group in Congress wanted more centralised powers than the Anti-Federalists. In 1783 America was governed by the Articles of Confederation that had been established in 1776 and ratified in 1781. These Articles acknowledged state's rights but centralised areas of government such as the military, the economy and communication that were vital to winning a war. After the peace of 1783 there were calls from some Americans to create an even more centralised type of government, possibly even a monarchy. This increased as signs of instability began to appear in the mid-1780s such as debt, rebellion and international boundary disputes. Ultimately a more centralised but still federal Constitution was ratified and adopted from 1789. Responses might find long-term reasons for federal government in the separate foundation of each of the thirteen colonies, the determination of states to remain separate throughout the year leading to and during the Revolution, the fear of central government and in the nature of the 1776 Articles of Confederation. Shorter-term reasons might include the consequence of having to wait until 1783 to conclude the peace despite the lack of military activity after 1781, popular support for state's rights, fear of civil war, potential communication problems between central government and the states, inter-state rivalries and the desire for a republic. Some candidates may suggest that although a federal style of government was agreed the Constitution gave considerable powers to the executive with the Federalists gaining the advantage.</p> <p>Answers at Level 5 will have a secure focus on the question, will give balanced consideration to the reasons why federalism was chosen over centralised government, 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. 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

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 treatment of slaves within the British Atlantic slave system in the years c1760-1833. It requires an analysis, and evaluation of, the extent to which the treatment changed. Reference to the British Atlantic slave system allows candidates to discuss the experiences of African slaves within both the slave trade and the plantation system but balance is not expected. Some candidates may focus more on treatment within the plantation system and may refer to social and cultural elements such as family life and religion. Those candidates who describe the condition on slave ships and/or plantations with only implicit reference to change are likely to achieve Levels 2 or 3. Answers may suggest that changes for the better were brought about by the abolition of the slave trade in 1807 with reference to the end of abuses associated with the Middle Passage and the conditioning and sale of slaves, the use of the Navy and the creation of a register of slaves to ensure that trading did not continue, the need for plantation owners to improve slave conditions to ensure a natural supply of slaves and to encourage productiveness, the social development of slave families, communities and culture. Other candidates may challenge the degree of change with reference to the continuation of slavery itself, the poor treatment and direct control of all aspects of the lives of slaves, the growing distrust and fear of the plantation owners, and the neglect of slaves as rising costs and increased competition affected profitability. There may also be a suggestion that some plantation owners were providing better conditions on plantations before 1807 and, in particular, with some encouragement of family life and religious practice.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the extent of change of the whole 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 the changes surrounding the abolition of the slave trade. 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 relative significance of key individuals within the campaign to abolish the slave trade. It requires a comparison of the contribution of Thomas Clarkson relative to that of William Wilberforce with an evaluation of the suggestion that Clarkson was more significant. Candidates are likely to suggest that Clarkson was the driving force behind abolition encouraging the popular support while Wilberforce was the figurehead of the movement in Parliament. Candidates may agree with the statement referring to Clarkson's exhaustive tour schedule and the use of his 'box of artefacts' to persuade ordinary people of the iniquities of the slave trade. These responses may argue that this mass campaign in a time of revolutionary upheaval was the key factor in persuading Parliament to vote against the slave trade in comparison with Wilberforce's tortuously long Commons' speeches. Others may suggest that Wilberforce with his perseverance and connections in Parliament was more significant; with his Tory background he was more likely to persuade influential politicians of the immorality of the trade. Clarkson just did not have the political power to engage the most important politicians. Many candidates will probably suggest that both of them were equally significant. Thomas Clarkson brought the campaign to the masses but without a voice in Parliament the campaign was unlikely to have been successful.</p> <p>Answers at Level 5 will have a secure focus on the question, will give balanced consideration to the effectiveness of Clarkson relative to Wilberforce, 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 one of the key individuals. 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

C4 Commerce and Conquest: India, c1760-c1835

Question Number	Indicative content	Mark
7	<p>The question is focused on the relative importance of the different threats to British power in India in the years c1760-1835. It requires an analysis, and evaluation of, the extent to which France posed the main threat. Answers may focus on the continuous challenge presented to British rule in India by the French in India itself, as part of European great power politics and as supporters of the Indian Princes at least until 1815. Candidates may refer to British acquisitions as a result of the Seven Years War, the defeat of the Mahrattas and the appointment of Wellesley as Governor-General in direct response to the threat posed by France during the Napoleonic Wars. Other possible threats include the resistance of Indian states such as Mysore and the Marathas, Russian expansion and the overstretching of British control itself. Candidates might suggest that during this time period overall France was the main threat or that until 1815 France, particular in alliance with Indian rulers posed the greatest threat but after the end of the Napoleonic Wars Britain's greatest threat was continued resistance from Indian rulers such as Ranjit Singh in the Punjab or its own complacency.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the significance of the French threat 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. 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 the extent of the political and commercial control of India by the East India Company (EIC) in the years from the Treaty of Paris in 1763 to the Charter of 1833. It requires an evaluation of the extent to which this power declined. Whilst candidates will not be expected to know the specific clauses of the East India Company Act of 1773, India Bills of 1783-4 and the Charters of 1813 and 1833 they should be able to show an understanding of their outcome with regard to the power of the Company. From 1773 legislation increasingly restricted the political and economic powers of the Company. In 1773 the advisory Council of Four was introduced along with a British judiciary. In 1784 the work of trading was legally separated from the governance of India with the Governor-General appointed by a government appointed Board of Control. Although the Charter was renewed in 1813 the British Crown took sovereignty over India and the Company lost its commercial monopoly with the exception of tea and trade with China. Candidates might attempt to argue that, despite the legislation, attempts at 'dual control' and the abolition of certain monopolies, the Company still exercised considerable power.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the extent to which the economic and commercial power declined, 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 political rather than commercial power. 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 key causes of British imperial expansion in the years c1815-70. It requires an analysis, and evaluation, of the suggestion that the expansion was mainly motivated by a mission 'to civilise'. Answers may focus on the British attempts to establish a 'Pax Britannica' with reference particularly to missionary activity but also to the influence of humanitarians in colonial administration, the attempts to enforce the abolition of slavery, and the development of free trade policies. Candidates may challenge the extent to which a mission 'to civilise' motivated expansion by reference to other factors such as the economic forces created by the Industrial Revolution, the role of trade, the East India Company, men-on-the-spot, the growth of settler colonies and international prestige.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the mission 'to civilise' 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. 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
10	<p>The question is focused on the 'formal' and 'informal' nature of the expansion of British imperial influence in the years after the Napoleonic Wars. It requires an analysis, and evaluation of, the suggestion that there was little growth of Britain's 'formal' Empire during this period. Although the years c1815-1870 were not obvious years of 'formal' growth, Britain consolidated territorial control over large areas of land during this time. Between 1815 and 1817 the Gambia, the Gold Coast and Sierra Leone were more formally recognised as British West Africa, Ceylon/Sri Lanka was seized, Hong Kong taken from the Chinese, Western Australia founded, expansion continued in India and, more importantly, India became a Crown Colony after the end of the Mutiny in 1857. Some historians describe these years as the period of 'New Imperialism'. However, there was little expansion of territory in new areas compared with the growth of 'informal' influence in the South America and the Far East, particularly China. It was also from this time that settler colonies began to redefine their relationship with the Empire with Canada being given Dominion status in 1867. Candidates might agree with the statement that there was little real growth with reference, in particular, to 'informal' empire and the spread of the Pax Britannica or suggest that the 'formal' empire continued to grow quite substantially.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the extent of the growth of 'formal' empire 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. 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

C6 Britain and the Scramble for Africa, c1875-1914

Question Number	Indicative content	Mark
11	<p>The question is focused on causes of British expansion in Africa in the years c1875-1914 and requires an analysis of the relative importance of two key factors, specifically the suggestion that expansion was motivated more by economic than strategic concerns. Candidates may refer to other factors involved in expansion but this is likely to result in the response straying from the focus or becoming imbalanced. In reaching a judgment that an alternative factor was the main motivation the response would need to directly evaluate the alternative factor comparison to the contribution of both economic and strategic factors. Candidates may exemplify their responses with brief references to many different areas or concentrate on one or two specific case studies. Responses agreeing with the statement might suggest that even though strategic issues such as the protection of the route to India might be important the overwhelming motivation for expansion was economic. Expansion in all areas of the continent centred round investment, access to raw materials and trade including the strategically important areas of Egypt, South Africa and East Africa. Those responses in support of strategic concerns might suggest that economic factors were an important underlying motivation but strategic concerns ultimately led to the formal take-over of territory, for example, Egypt, Natal and Kenya with the sea-route to India taking precedence over all other motives. Many responses will show the connection between the two suggesting, for example, intervention in Egypt or that different motivations were shown in different geographical areas.</p> <p>Answers at Level 5 will have a secure focus on the question, will give balanced consideration to the importance of economic factors relative to strategic 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 one or other of the key 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 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

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12	<p>The question is focused on the nature of the British imperial expansion in southern Africa. It requires an analysis, and evaluation, of the extent to which British victories reflected British superiority in the area. Candidates will probably refer to the Anglo-Zulu War and the two Boer Wars which are mentioned in the specification but some may also include the British suppression of the Shona-Ndebele revolt (Chimurenga) in Southern Rhodesia in 1896-7. Many candidates will probably focus on the negative aspects of the British campaigns in southern Africa during this period with reference to the manipulation of event leading up to the Anglo-Zulu war, the defeat at Isandlwana, defeat at Majuba, British tactics in Rhodesia and, above, all the early losses and nature of the tactics used in the Second Boer War. Some responses may even refer to the Jameson Raid. These responses might suggest that far from showing British superiority these events highlighted the precarious nature of British control in this region. The effects of the Boer War might even have caused international weakness. Others might agree that, despite minor setbacks, the British were victorious in all the major wars and there was little doubt in 1914 that Britain was the major imperial power in southern Africa.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the extent to which the British victories were as decisive as may have appeared, 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. 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

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

Question Number	Indicative content	Mark
13	<p>The question is focused on the reasons for the decision by Britain to withdraw from its African Empire from the 1950s and requires an analysis, and explanation, of the extent that this was due to domestic problems being encountered in Britain itself. In considering domestic problems response might refer to economic, social and political problems faced by Britain at the time such as post-war austerity, the political crisis caused by Suez and difficulty in paying for the establishment of the Welfare State. To establish the extent of responsibility other factors might be suggested such as international influences and the growth of African nationalism. Responses at the highest Level might suggest that the decision came as the result of the interaction of various factors. For example, that the overwhelming domestic difficulties highlighted in the wake of the Suez Crisis combined with international pressure for change led Macmillan to his the cost-benefit analysis of Empire as a means to withdraw from Empire.</p> <p>Answers at Level 5 will have a secure focus on the question, will weigh up the extent to which domestic problems were responsible for the decision to withdraw, 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. 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 nature of the British withdrawal from its colonies in Africa and the contribution of African nationalist to the gaining of independence. It requires an analysis, and evaluation, of the suggestion that independence was achieved mainly through peaceful rather than violent actions of the nationalists. Most candidates will probably suggest that for the most part peaceful participation rather than violence accompanied independence in Africa but that there were notable exception such as the influence of Mau Mau in Kenya and the war in Rhodesia. However, higher Level candidates will probably recognise that Mau Mau was not strictly a nationalist movement. They may refer to the work of Nkrumah in Ghana, Kenyatta in Kenya and Nyerere in Tanzania. Other responses might suggest that despite the relatively peaceful transition to independence nationalists did use direct action, riots were not uncommon and that there was always the threat of violence underlying negotiations.</p> <p>Answers at Level 5 will have a secure focus on the question, will give balanced consideration to the use of peaceful methods relative to violent means, 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. 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