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# A-LEVEL History

7042/1J - Component 1J The British Empire, c1857-1967

Mark scheme

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June 2018

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Version/Stage: 1.0 Final

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. <b>Always</b> provide a text box comment at the end of each answer.

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Component 1J The British Empire, c1857–1967**

**Section A**

- 01** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to political changes in India in the years 1914 to 1947. **[30 marks]**

*Target: AO3*

*Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.*

**Generic Mark Scheme**

- L5:** Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. **19-24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historical context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. **13-18**
- L2:** Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. **7-12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. **1-6**
- Nothing worthy of credit. **0**

## Indicative content

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

**Extract A: In their identification of Cross's argument, students may refer to the following:**

- the claim that Gandhi was the most important individual in ending British rule
- that his opposition to British rule had both a religious as well as political dimension.
- that his method of non-violent opposition was decisive in defeating the British; and that British were unable to resist non-violence.

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

- the impact on British rule of Gandhi's various protest movements, including the extent to which Gandhi actually controlled these movements
- the extent to which Gandhi was central to the process of political change in India, particularly in the later part of the period in question; comparison with other leaders may be considered
- whether Britain's ability to deal with the challenge presented by Gandhi and non-violence was as limited as presented

**Extract B: In their identification of Bowle's argument, students may refer to the following:**

- the claim that political change in India came about due to Britain's involvement in world wars
- the claim that British governments were committed to handing over power – in principle from as early as 1917 and that there was a political programme towards self-government the interwar period
- political change happened more quickly than anticipated as a result of lost prestige.

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

- the various ways in which the two world wars impacted on the imperial government, including political, economic and attitudinal changes, particularly 1939–45
- Britain's commitment to reform might be explored through analysis of the various reforms, including the Montagu-Chelmsford reforms and the Government of India Act; students might also consider less progressive policies/repressive actions
- the implication that Indian nationalism was unimportant and that only 'metropolitan' factors determined policy might be challenged
- The speed of political change after 1945 might be analysed.

**Extract C: In their identification of Smith’s argument, students may refer to the following:**

- the claim that a new radical Indian nationalism was important in bringing about change and that the First World War was critical in fostering this
- the claim that Britain initially attempted to ‘buy off’ nationalists with concessions
- a reassessment of British priorities after the Second World War was actually decisive.

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

- the impact of the First World War on India and the Indian people
- the strength of Indian nationalism after 1918, its various strands and the extent to which it threatened British rule might be examined
- the implication that between the wars Britain was not working towards relinquishing control, at least not in the short-term, might be examined.
- the extent to which Britain reassessed its position in India after the Second World War, and the rationale for doing so, might be analysed.

**Section B**

- 02** How significant was the pursuit of wealth for Britain's involvement in Africa in the years 1857 to c1890? **[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

**Generic Mark Scheme**

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

## Indicative content

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Arguments supporting the view that the pursuit of wealth was significant for Britain's involvement in Africa in the years 1857 to c1890 might include:**

- students may consider the role of traders and Chartered Companies which may be seen to provide a clear link between commerce and the expansion of British control
- students may consider the extent to which wealth accumulation for the public good informed the imperialist ideology of political leaders.
- The worth of the Suez Canal and the need to protect lucrative trade with India may be seen to lay behind the establishment of British control over Egypt and the Sudan
- students may focus on how the control of various resources such as gold, diamonds, minerals, palm oils and foodstuffs benefited the British economy and provided markets for British manufacturing and commerce.

**Arguments challenging the view that the pursuit of wealth was significant for Britain's involvement in Africa in the years 1857 to c1890 might include:**

- Students may point out the limited value of African trade and suggest there were better returns elsewhere.
- Any other priorities could be pointed out – strategic, moral, international rivalries and the role of individuals
- The role of the political climate in Britain; increasing jingoism and a greater prominence for imperial issues could be developed.
- Students could explore defensive motives for expansion – protecting Britain's existing presence or escalating political involvement due to existing relationships.

In assessing the significance of the quest for wealth in shaping British policy in Africa students may conclude that British engagement there was a complex process and that different motives provided imperatives at different times and in different regions.

N.B. Since the end date is given as c.1890, students can be credited for material post 1890 if this is relevant to their overall argument. Material relating to the Second Boer War should not be credited unless it is very clearly linked back to an argument which relates to the period before 1890.



**03** 'Joseph Chamberlain's attempts to strengthen the British Empire ended in failure.'

Assess the validity of this view with reference to the years 1895 to 1914.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

### Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Arguments supporting the view that Joseph Chamberlain's attempts to strengthen the British Empire ended in failure might include:**

- Chamberlain's vision was the creation of an imperial federation – this was rejected at the Colonial Conferences of 1897 and 1902
- in South Africa, Chamberlain's attempts to intimidate the Transvaal brought about a long and costly war and stoked Afrikaner nationalism; British imperialism was discredited by initial defeats, the conduct of war ('methods of barbarism' such as concentration camps) and allegations that the war had been engineered. Chamberlain's earlier complicity in the Jameson Raid discredited both Chamberlain and the Colonial Office and so undermined imperialism
- Tariff Reform - Chamberlain's plan designed to bring about imperial reform failed. The Conservative/Liberal Unionist coalition was heavily defeated and a Liberal landslide resulted in 1906.
- after 1906 the Liberal ministry included many of Chamberlain's biggest critics and reversed some of his policies – eg restoring self-government in South Africa and committing to free trade, whilst Chamberlain's strategy of seeking agreement with Germany to bolster imperial security was completely reversed; the Conservative Party's continued commitment to Tariff Reform contributed to their failure in 1910; Chamberlain's illness may be seen to have deprived the movement for imperial reform of leadership at critical stage
- criticism of imperialism grew steadily after 1895 – Chamberlain was a divisive figure

**Arguments challenging the view that Joseph Chamberlain's attempts to strengthen the British Empire ended in failure might include:**

- the Empire grew substantially under Chamberlain's stewardship – the Boer War was won, the Transvaal and the Orange Free State became part of the Empire, and by 1910 the Union of South Africa had been established; significant expansion also occurred in East and West Africa
- as Colonial Secretary, Chamberlain promoted colonial development (a policy continued by the subsequent Liberal government), including infrastructure projects in the West Indies, West Africa and East Africa; he also backed important health initiatives, including the establishment of a School of Tropical Medicine; the federation of Australia owed much to Chamberlain's intervention and represented a significant development in terms of the development of nationhood and imperial identity
- Chamberlain was the most charismatic imperialist of this era - he had an enduring impact on the way the British and colonial peoples thought and felt about empire and this influence may be seen to have contributed to popular response to war not only in 1899 but also 1914
- Chamberlain saw off free trade opposition and ensured that the Conservative Party converted to tariff reform; although the 1906 election was a spectacular setback for Chamberlain's vision, it was not necessarily the end of the matter – the Conservative Party remained committed to imperial preference; the previous election in 1900 had been an equally spectacular success for imperialism; in the years 1910 to 1914 the Liberal ascendancy may be seen to have been lost.

Students may conclude that although Chamberlain's goal of imperial federation was not achieved, and that his major policy initiative, tariff reform, was rejected by the electorate, this does not equate to total failure – his various achievements as Colonial Secretary may be seen to be substantial and enduring.

N.B. Students should not be penalised if they do not include material which extends beyond 1906.

**04** 'In the years 1947 to 1967 Britain lost all interest in its empire.'

Assess the validity of this view.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

### Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
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- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Arguments supporting the view that in the years 1947 to 1967 Britain lost all interest in its empire might include:**

- Decolonisation may be used to argue that Britain had lost an interest in Empire. Both in Asia and in Africa.
- The priorities of domestic governments could be argued to have changed, for example Atlee and Macmillan and the 'Winds of Change' agenda.
- Economically, the loss of imperial trade and a reorientation towards Europe could be explained.
- The attitudes of the British population and a diminishing contact with the Empire over time may be explored, including popular culture, emigration and diminishing direct experience of the empire

**Arguments challenging the view that in the years 1947 to 1967 Britain lost all interest in its empire might include:**

- The process of Decolonisation could be interrogated to show that Britain often gave up its colonies with considerable reluctance, and that British governments and administrators were far from disinterested in the process.
- The enduring political links, particularly in the form of the Commonwealth could be developed.
- Economically, in the 1950s candidates could explore Colonial Development and a continued reliance on imperial trade.
- Emigration and national service – it could be argued that many Britons at the beginning of this period still had direct experience of empire.
- The enduring interest of the British people in the Empire and imperial themes in popular culture could be highlighted.

Students may assess the extent to which Britain was indifferent to either the abandonment or preservation of colonial relationships, whether there was consistency during the period in question, or whether attitudes depended on specific circumstances/locations. Students may distinguish between British government policy and the views of the British people.

N.B. Any approach to this question which is well-focused can be credited. Answers may focus entirely on the actions of British governments or attitudes of British people or a mixture of both. Material on immigration to Britain should only be credited if there is a very clear link that this impacted on interest in the Empire.