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A-level  
**HISTORY**  
**7042/1J**

Component 1J The British Empire, c1857–1967

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Mark scheme

June 2020

Version: 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 Examiner.

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

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## Level of response marking instructions

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

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

### Step 1 Determine a level

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

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, 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.

**Section A**

- 0 1** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the attitudes of the British people towards imperialism in the years after 1890.

**[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.

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

- there was a disconnect between the 'high imperialists' and the British public regarding the purpose of imperialism and how imperialist the public were
- it was only when wars were being won that people were imperialistic
- the British people were not prepared to support imperialism if it cost them economically
- the idea that imperialism would aid social reform in Britain was not convincing to the British people.

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

- the victory of the Liberal Party in the 1906 election, which they contested by putting forward an anti-imperial preference stance, demonstrates that the public were not prepared to pay more to support imperial unity. This also shows the disconnect between the 'high imperialist' Chamberlain and the public
- the mass volunteering for the Boer War, and the Khaki election of 1900 evidences the idea that when wars were going well people supported imperialism
- the growth in imperial societies during this period and the popularity of imperial literature challenges the idea that it was only when wars were being won that people supported imperialism and that the idea of a disconnect has been overstated
- criticism of the way the Boer War was conducted challenges the idea that people were only against imperialism for economic reasons.

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

- the British people viewed imperialism as a source of entertainment
- novels were used to excite and entertain people about imperialism
- the British people were less concerned about imperialism providing economic benefits
- newspapers were the main source of imperial propaganda.

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

- further details regarding the role newspapers played in promoting imperialism could be put forward to support the extract
- the popularity of imperial literature, music, youth groups and comics offers clear evidence that imperialism was viewed as entertainment
- the idea that newspapers were the main source of imperial propaganda could be challenged – the popularity of the music hall for instance, or the prevalence of imperial messages in schools may be seen as more important
- the idea that the British people were less concerned about imperialism providing economic benefits could be challenged with evidence about the importance of the Empire for Britain's trade and wealth.

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

- the Boer War reduced support for imperialism during the early 20th century
- there was unease that white men should be fighting each other
- there was opposition to the causes of the war
- there was criticism of the methods of warfare used in the war.

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

- concerns over the Empire having reduced Britain's economic competitiveness, the cost of having to defend the colonies and the depression of wages is evidence to corroborate the idea that support for imperialism declined
- further information on the contemporary critics of the causes of the Boer War could be advanced. Left wing critics of the war fed into a socialist critique of imperialism
- outrage at the publication of conditions in the concentration camp could be put forward as evidence that the war reduced support for imperialism
- the continuing popularity of imperialism within popular culture could be used to challenge the argument that there was reduced support.

**Section B**

**0 2** 'British imperial expansion in Africa, in the years c1875 to c1900, was driven by the challenge posed by other European countries.'

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**
- 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 British imperialist expansion in Africa, in the years c1875 to c1900, was driven by the challenge posed by other European countries might include:**

- the Brussels Conference in 1876 heightened tensions between European countries about Africa and is seen by some historians as kick-starting the Scramble for Africa
- this competition between European countries was increased by the Berlin Conference in 1884–85 and the establishment of the principle of ‘effective occupation’
- the actions of France in the North of Africa may be argued to have impacted on Britain’s actions in this area and could be considered to be a motivation for the Battle of Omdurman in 1898
- the actions of Germany in East and South Africa and Britain’s reaction to it also demonstrates that expansion was due to the challenge of other European countries.

**Arguments challenging the view that British expansion in Africa, in the years c1875 to c1900, was driven by the challenge posed by other European countries might include:**

- the role of individuals could be argued to have been important in the expansion of the Empire in Africa. The actions of traders, missionaries and administrators could all be argued to have resulted in expansion. For example, the actions of Cecil Rhodes, George Goldie and Bartle Frere
- Party politics may be argued as a reason for expansion in Africa, especially after 1895 when the Conservative Party were in government. They still portrayed themselves as the ‘Party of Empire’ and felt they represented the will of the people and would point to the 1900 election result to demonstrate this. Imperial expansion was viewed as a vote winner
- economic reasons are viewed by many as a key reason for British expansion in Africa at this time. The requirement for raw materials and new markets and the protection of free trade has been seen by many historians as a key driver behind British expansion. This can be seen in the occupation of Egypt in 1882 which was driven by a desire to protect the Suez Canal and its economic importance. Gladstone also had a personal financial interest in Egypt. The wars in Southern Africa during this period were considered by some contemporaries to have been driven by the pursuit of wealth
- strategic reasons could be argued to have played a role in the expansion of Africa. The need to protect the Suez Canal and the expansion into Zanzibar was seen at the time as strategically necessary to move troops to India if there was another rebellion. The deep-water port at the Cape in southern Africa was also viewed as strategically necessary for the protection of a sea route to the Middle East, China, Australia and India.

Students may argue that the challenge from other European countries in Africa led to Britain formalising their control in many countries, but that without the economic stimulus the countries would have been less interested in Africa in the first place. The economic gains to be made, present or potential, encouraged the European countries to claim land as swiftly as possible. Alternatively, students may argue that the actions of individuals were crucial, during this period, in emphasising the economic gains to be had and reacting to the threat posed by other European countries.

- 0 3** To what extent was the achievement of Indian independence in 1947 due to the activities of Indian nationalists in the years after 1918?

**[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 achievement of Indian independence in 1947 was due to the activities of Indian nationalists in the years after 1918 might include:**

- the different campaigns launched by the Indian National Congress during this period, such as the non-cooperation movement, the Salt March and the Quit India Campaign, can be seen to have undermined British rule in India through harming Britain economically and morally
- the actions of the Indian National Army during the Second World War had an impact on Britain's willingness to continue ruling India as there was concern that the Indian army may not be reliable. This was particularly problematic due to the reluctance to send more British troops out to India
- the violent actions of Indian nationalists in 1946, e.g. the Calcutta killings led to a sense that the country was on the brink of a civil war and caused Attlee to instruct Mountbatten to ensure Britain had left India by 1948
- the actions of the nationalist leaders such as Gandhi, Nehru and Jinnah throughout the period contributed to the British believing their rule was unsustainable.

**Arguments challenging the view that the achievement of Indian independence in 1947 was due to the activities of Indian nationalists in the years after 1918 might include:**

- economic reasons, such as the financial impact of the Second World War and the declining economic importance of India, played a role in Britain's decision to leave India
- the legacy of the Second World War both in India and in Britain influenced Britain to grant independence. British troops in India were eager to be demobilised and return home. The British public also had no desire for a lengthy conflict to keep India
- the election of a Labour Government, who was more focused on domestic policy, and had no ideological commitment to keeping India, demonstrates that Britain chose to leave
- the divisions between the nationalists meant that Britain was in control of the independence process. This can be seen in the antipathy between Congress and the Muslim League and the fact that Gandhi stated he would block any move towards partition. The failure of the different nationalists to reach an agreement at the Simla Conference in 1946 meant that the process was under British control.

Students may argue that the actions of the Indian nationalists were the most important as they amplified each of the opposing arguments. Through actions such as the boycotts, India's economic importance was reduced, and it also made it economically unsustainable for Britain to hold on to the country post the Second World War.

**0 4** To what extent was there continuity in British colonial policy in the years 1947 to 1967?

**[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 there was continuity in British colonial policy in the years 1947 to 1967 might include:**

- after the Second World War, Britain took the conscious decision to decolonise due to a variety of reasons; economic, moral, strategic and political. This process can be seen to have started in 1947 with the decolonisation of India and this withdrawal from the different colonies continued at a steady pace over the next twenty years
- Britain was determined to decolonise at its own pace and consistently used violence and repression against nationalist movements, particularly in countries which had economic importance, for example Kenya and Malaya
- the methods of decolonisation were consistent across the different colonies with British administrators attempting to initially create federations in some countries, e.g. the Central African Federation and the Federation of Malaya. They also helped draw up constitutions, e.g. Nigeria, the Gold Coast and Malaya and helped stage elections
- the emphasis on the Commonwealth's importance can be seen throughout this period with Britain viewing it as allowing them some continuation of British global power by means other than formal empire.

### **Arguments challenging the view that there was continuity in British colonial policy in the years 1947 to 1967 might include:**

- there was considerable change in Britain's colonial policy during this period regarding the economic emphasis put on the Empire. In the immediate aftermath of the Second World War, Britain hoped that the Empire could restore Britain's economy. However, due to exports to Europe outstripping those to the Empire countries, Britain applied to join the EEC in 1963, demonstrating a change in policy
- the Suez Crisis of 1956 resulted in a change of colonial policy. Prior to 1956, few countries had been decolonised, but the speed of decolonisation after Suez demonstrated a change in policy. Within ten years the bulk of the Empire had been decolonised. Suez publicly exposed Britain's decline as a world power and its inability to act alone and without the approval of the USA, which had a huge impact on its colonial policy
- there was also a change in attitudes in Britain in the 1950s amongst both its leaders and the public, demonstrating that British colonial policy changed. The British government looked more to Western Europe and America rather than its Empire for its alliances. The British people also lost interest in the Empire as less people moved to the Dominions and the abolition of National Service in 1960 meant that direct personal experience of the Empire became rarer
- there was little continuity in the decolonisation process, the British government reacted to events on a case by case basis and the attitudes of administrators varied greatly. This can be seen in the actions of Sir Evelyn Baring in Kenya and Sir Henry Gurney in Malaya versus the actions of Sir Andrew Cohen, Sir John Macpherson and Sir Charles Arden-Clarke.

Students may argue that there was continuity in British colonial policy, between 1947 and 1967, because the British had recognised post-Second World War that decolonisation was inevitable, and they decided to manage the process. This conscious decision meant there was continuity in both the methods of decolonisation and reaction to indigenous groups. Alternatively, it could be argued that there was significant change in British policy during this period in terms of both economic policy and attitudes.