

AS
HISTORY
7041/1J

The British Empire, c1857–1967

Component 1J The High Water Mark of the British Empire, c1857–1914

Mark scheme

June 2023

Version: 1.0 Final



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, ie 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** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the reasons for the establishment of British control in Egypt in the years 1875 to 1885?

[25 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:** Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context. **21–25**
- L4:** Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context. **16–20**
- L3:** The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context. **11–15**
- L2:** The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context. **6–10**
- L1:** The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context. **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.

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:

- the main motivation for British intervention in Egypt was to establish control over the Suez Canal for strategic reasons.
- the Suez Canal was also important to British trade.
- internal disorder presented a threat to British control of the Canal.

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

- the interpretation can be supported because the Suez Canal was strategically important – it shortened the journey to India and the Far East, meaning British troops could respond to threats quickly
- the Canal was also economically important to Britain as 13% of British trade passed through it and 80% of traffic was British
- anti-European protests had resulted in the deaths of 50 Europeans in Alexandria and Arabi Pasha had expressed a desire to nationalise the Canal, which would threaten Britain's economic and strategic interests
- the strategic importance of the Canal can be challenged however, as until 1890, the Admiralty favoured the Cape route to transport their troops to the East. It could also be argued that by focusing on the Canal the economic and strategic value of Egypt as a whole is understated.

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

- Britain established control in Egypt to protect and extend their economic interests.
- the nationalist uprising gave Britain a reason for the invasion in 1882 as it was seen as a threat to their interests in the country.
- Britain also established control due to concern over French intervention.

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

- Disraeli had established British economic interests in Egypt by buying a 44% share in the Canal, giving the British government a formal economic interest in Egypt. However, there had also been private British investment and Dual Control had been implemented due to the amount of money the Khedive owed to European, including British, bondholders.
- Arabi Pasha's rebellion, if successful, would have meant that British investment in Egypt would have been threatened. Many British companies and individuals had invested in Egypt, including Gladstone himself – 37.5% of his entire investment portfolio was in Egypt. The British government had to act to prevent economic losses occurring.
- French expansion in North Africa was perceived by Britain as a threat and French control of Egypt would link up their Empire on an East-West axis across Africa.
- the interpretation can be challenged as France sent a letter of congratulations to Britain in 1882 and due to internal problems they had not been in a position to challenge Britain over Egypt.
- In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that the driving motivation behind Britain's actions was the Suez Canal. Since 1875

Britain had viewed the Canal as economic and strategically vital and something to be protected. Alternatively, others may argue that Egypt itself was important for Britain both economically and from an international relations point of view. The amount of both government and private money invested in Egypt in roads, railways and ports meant that the government could not afford not to intervene.

Section B

0 2 'In the years 1857 to 1890, missionary activity was the main reason for the increased interest in imperialism in Britain.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21–25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**
- L2:** The answer will be 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 1857 to 1890, missionary activity was the main reason for the increased interest in imperialism in Britain might include:

- missionary societies, such as the London Missionary Society, believed it was their duty to help convert the world to Christianity. They were very active in preaching this message to their congregations and this has led to the movement being termed 'Christian imperialism'. The increased literacy rates in the 1860s and 1870s led to more of the British public being able to access this literature.
- missionary societies were active in helping to open up territories to British rule, and their letters and pamphlets back home, describing the new lands and their people, led to an increase in interest in British imperialism.
- missionaries like David Livingstone became internationally famous and his letters, lectures and books caught the public's imagination. His disappearance and rediscovery were followed by the Victorian public and led to an interest in British imperialism in Africa.
- reports of missionary activity also led to an increased interest in imperialism by the British government as often the missions required imperial protection, or they laid the ground for imperial expansion. This can be seen in Fiji and Bechuanaland.

Arguments challenging the view that in the years 1857 to 1890, missionary activity was the main reason for the increased interest in imperialism in Britain might include:

- it could be argued that other individuals were more important in increasing interest in imperialism. This could include the role that explorers played as the actions of people like Speke, Burton and Kirk created more excitement than the activities of missionaries. Their tales of discovery and exoticism captivated the British public.
- the increase in interest in imperialism could also be argued to be due to the economic benefits and opportunities that it brought. The potential for employment abroad and the increased availability of exotic products in Britain resulted in an increasing interest in imperialism amongst the British
- rather than reports of Christian missionaries, it was the newspaper reports of rebellions in India in 1857 and Pasha's revolt in Egypt and imperialist literature such as books and comics that increased interest in imperialism.
- the publication of Charles Darwin's Origin of the Species in 1859 led to his ideas being applied to the human race. These scientific discussions on race, combined with scientific exhibitions such as the 1862 one at South Kensington, led to an increased interest in imperialism.

Students may come to the conclusion that due to the importance of religion during this period that the activities of Christian missionaries were the most important reason for the increased interest in imperialism. The attendance at church each week by the vast majority of the British people gave missionaries an unrivalled platform to inform people of their work. Their need for continuous donations to keep their missions going meant that the accounts they gave had to be captivating.

0 3 'In the years 1867 to 1899, British policy in southern Africa was entirely concerned with defending British interests.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21–25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**
- L2:** The answer will be 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 1867 to 1899, British policy in southern Africa was entirely concerned with defending British interests might include:

- Britain's policy was defensive in response to the instability created by the discovery of diamonds in 1867, which was to remain for the next thirty-three years as it triggered a 'diamond rush'. This rapid movement of people destabilised the area, leading to Britain pursuing a defensive policy against both the indigenous people and the Boers to protect its economic interests.
- the Boers had made the first move in the 1880–1 Boer War as they attacked a number of British garrisons across the Transvaal, meaning that Britain's policy was defensive, as they were responding to the actions of the Boers to defend their military interests in the area.
- British actions could be viewed as defensive as Boer hostility towards the British in the area could be argued to have been the main cause of the war in 1899. Kruger's refusal to compromise on the issue of voting rights and citizenship for the Uitlanders meant that Britain had to act to defend the interests of their citizens.
- concern about the increasing presence and influence of Germany in the south-western and eastern areas of Africa also led to Britain pursuing a defensive policy. Britain annexed Bechuanaland in response to the German presence, but there was still a worry that the Germans and Boers may combine. Britain was also concerned about German weapons being sold to the Boers and the apparent support of the Kaiser for the Boer republics post-1895.

Arguments challenging the view that in the years 1867 to 1899, British policy in southern Africa was entirely concerned with defending British interests might include:

- Lord Carnarvon's plan for a confederation in southern Africa can be viewed as expansionist, as it would have merged the different southern African states into one confederation under British control. This was viewed by the Boers and British settlers as expansionist and was deeply unpopular.
- Bartle Frere's annexation of the Transvaal in 1877 was an expansionist move by the British and led to the First Boer War. The resulting claim by the British to control the Boers' external affairs was an expansion of British power in the region.
- Rhodes had clearly stated expansionist aims and he established a presence in Matabeleland in 1890 and built a railway in Bechuanaland. The Jameson Raid in 1895 was planned with the aim of inciting an uprising in the Transvaal, which Rhodes and Jameson would take advantage of to establish British control of the area.
- Joseph Chamberlain's and Alfred Milner's combative stance in 1899, which resulted in Chamberlain declaring that the previous treaty gave the British the right to intervene in the Transvaal's domestic, as well as foreign affairs, can be argued to be an attempt to expand British control.

Students may agree and argue that British policy in southern Africa was mostly concerned with the defence of its existing economic, military and political interests in the area and that Britain merely responded as different threats emerged. Alternatively, students may disagree and argue that Britain pursued a relentlessly expansionist policy throughout this period as it continuously sought to increase its political and territorial control of the area. It may be argued that this aim was underpinned by a desire to control the lucrative economic resources of the area. Most are likely to take a middle path, questioning 'entirely' and any convincing and supported argument should be rewarded.