

---

# AS HISTORY

Paper 1J The British Empire, c1857–1914

---

**Mark scheme**

---

---

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)

## AS History Paper 1 Specimen Mark Scheme

### 1J The British Empire, c1857–1914

#### 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 British expansion in Africa in the late nineteenth century? | [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

- |            |   |              |
|------------|---|--------------|
| <b>L5:</b> | 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.   | <b>21-25</b> |
| <b>L4:</b> | 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. | <b>16-20</b> |
| <b>L3:</b> | 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.  | <b>11-15</b> |
| <b>L2:</b> | 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.  | <b>6-10</b>  |
| <b>L1:</b> | 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.  | <b>1-5</b>   |
|            | Nothing worthy of credit.   | <b>0</b>     |

---

**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.**

**In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach of individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.**

**Extract A**

Oliver and Atmore's arguments may be seen as convincing by drawing on contextual knowledge to corroborate as follows:

- the claim that colonial expansion was driven by commercial motives may be supported by contextual knowledge, e.g. of activities of chartered companies
- the claim that the interest of other European powers in early 1880s forced a change in colonial policy may be explored, with reference to the Berlin Conference and clashes with other powers in Africa
- the claim that Britain sought to reserve territories in Africa for future economic development may be explored.

Their arguments may be seen as unconvincing by drawing on contextual knowledge to challenge as follows:

- British colonial expansion may be seen to have pre-dated the arrival of other European powers
- alternatively, the British government was reluctant to take control of territories in its sphere of influence (e.g. Sudan)
- imperial expansion did not really become established as British government policy until Chamberlain became Colonial Secretary.

**Extract B**

Judd's arguments may be seen as convincing by drawing on contextual knowledge to corroborate as follows:

- his claim that Britain was interested in Africa primarily to defend its broader imperial interests may be supported by reference, for example, to the importance of British trade with India, the concentration of British colonial activity around the route to the Indian Ocean, reluctance to become involved in tropical Africa, the strategic and cultural importance of India and Australia
- that an imagined foreign threat drove British policy in Africa may be supported, e.g. by contemporary perceptions of threat to British interests posed by Germany.

Judd's arguments may be seen as unconvincing by drawing on contextual knowledge to challenge as follows:

- the existence of the Cape route meant that the strategic importance of Suez may be exaggerated
- British commercial interest and investment in Africa was significant in its own right

- he understates the extent to which imperial consolidation ideas drove British policy in the late nineteenth century
- treaties with 'imagined threats' characterised colonial acquisition – until the end of the century Germany not treated as much of a threat; traditional rivalries with French did threaten.

**Section B**

- 0 2** 'British policies towards India completely changed in the years 1857 to 1877.'

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**

- |            |  |              |
|------------|--|--------------|
| <b>L5:</b> | 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.   | <b>21-25</b> |
| <b>L4:</b> | 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.   | <b>16-20</b> |
| <b>L3:</b> | 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.   | <b>11-15</b> |
| <b>L2:</b> | 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.   | <b>1-5</b>   |
|            | Nothing worthy of credit.  | <b>0</b>     |

---

**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 which suggest support of the view that British policies completely changed in this period might include:**

- removal of power from the East India Company
- November 1858 Proclamation
- Government of India Act 1858 and its operation
- symbolism of Empress of India and increased emphasis on India's imperial significance
- reconstruction of Indian army
- establishment of universities
- investment in infrastructure and economic development
- reformist and missionary activity curbed
- hardening of racist attitudes /suspicion / mistrust towards Indians on part of British authorities.

Arguments suggesting that policies did not completely change might include:

- improved administration through reform of civil service pre-dated the Mutiny
- the provisions of 1858 took time to take effect – direct supervision of viceroy by Secretary of State and Parliament remained difficult until 1880s
- British policy post-1857 based on strengthening position of princes and landowners, indirect rule, respect for religious conservatism and traditional culture
- policies towards the peasants remained unchanged.

- 0 3** 'Missionary activity was the main reason for the growth of British interest in Africa in the late nineteenth century.'

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

- |            |  |              |
|------------|--|--------------|
| <b>L5:</b> | 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.   | <b>21-25</b> |
| <b>L4:</b> | 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.   | <b>16-20</b> |
| <b>L3:</b> | 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.   | <b>11-15</b> |
| <b>L2:</b> | 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.   | <b>1-5</b>   |
|            | Nothing worthy of credit.  | <b>0</b>     |



---

**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 which suggest that missionary activity was the main reason for the growth of British interest in Africa might include:

- missionary activity helped establish British presence in the interior of Africa
- missionaries reported practices which contributed to British perceptions of the 'inferiority' of indigenous peoples and which promoted racialism within the Empire
- missionary propaganda helped to secure popular backing for the idea of imperial mission
- however, missionaries often highlighted abuses of officials and economic exploitation of indigenous peoples and so undermined the ideal
- missionary schools and churches offered opportunities for indigenous peoples to benefit from opportunities afforded by imperial expansion and so become supportive of empire
- some mission-educated Africans began to organise nationalist resistance.

Arguments which suggest that missionary activity was not the main reason for the growth of British interest in Africa might include:

- many missionaries were ambivalent about British colonial expansion and distanced themselves from supporting colonial administrators and commerce
- colonial acquisition was more attributable to economic and trading interests
- Great Power rivalries and strategic considerations also played a bigger part
- popular imperialism can be seen to have owed more to political, economic and cultural influences.

