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

Component 1J The British Empire, c1857–1967

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Mark scheme

June 2022

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, 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** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the economic importance of the Empire to Britain in the years 1890 to 1914.

**[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:**

- the Empire was not economically beneficial to the majority of the British people
- most of Britain's trade and commerce was conducted with non-Empire countries
- the British people who emigrated to the Dominions were the ones who benefited the most economically.

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

- commentators at the time, such as Hobson, argued that cheaper foreign labour suppressed the wages of the working class in Britain. During the late 1800s and early 1900s, anti-imperialists blamed the Empire for undermining domestic food production and for depopulating the countryside
- by the end of this time period, most British trade was with non-Empire countries, and this was increasing
- the Dominions did well from the Empire because of the huge exports to Britain of food and raw materials and the ability by their governments to introduce tariffs to protect their own industries
- the interpretation can be challenged because the Empire did provide very real benefits to all classes of people in Britain through jobs, such as in the naval shipbuilding yards and in the cotton industry in Lancashire.

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

- the British Empire created wealth for Britain and provided valuable trade
- the tariffs imposed by other European nations pushed Britain's economy to focus on the colonies
- the Empire benefited Britain more than it did the colonised countries.

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

- the Empire was very valuable for trade and investment as huge amounts of money was invested in imperial projects and shares were sold to facilitate infrastructure projects in different colonies. Many individuals in Britain grew very rich through different industries linked to the Empire
- due to restrictions on goods to other European nations and the USA, Britain's exports to these countries declined but exports to colonies in Africa and Asia increased
- the Empire in many countries destroyed indigenous industries, for example the textile industry in India. The indigenous people often had to pay for the defence of the colony, whereas people in Britain were able to enjoy access to cheaper goods than they may have been able to otherwise
- the interpretation can however be challenged because some colonies of settlement did well out of being part of the Empire as they had access to the British market and could raise loans at an advantageous rate. It can also be challenged in its view that the Empire was valuable as many Britons blamed the Empire for their country falling behind other European countries in failing to modernise its industry.

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

- the British Empire provided not only trade and investment opportunities, but also goods and employment
- many British people benefited economically from the Empire as they were employed directly or indirectly by it
- many British people would have welcomed closer economic ties to the Empire.

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

- the Empire provided many goods to Britain, such as wool and sugar from South Africa and Australia. Canada played a particular important role in supplying Britain with food such as beef and wheat
- many British people found employment in the mines in southern Africa or in agriculture in Australia and New Zealand. The cotton mills and the shipbuilding yards in Britain, which were an integral part of the Empire's economy, provided thousands of jobs. Tens of thousands of Britons were employed in the armed forces which were based in various parts of the Empire
- many societies were formed to promote closer ties with the Empire during the late 1800s and early 1900s, such as the Round Table movement, the Imperial Federation League and the Tariff Reform League
- the interpretation can however be challenged as the British people rejected the idea of imperial preference in the 1906 general election as they believed it would put up food prices.

**Section B**

- 0 2** In the years 1858 to 1890, to what extent did British rule change India both economically and socially?

**[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 in the years 1858 to 1890, British rule changed India both economically and socially might include:**

- British rule resulted in social change in India in the area of education as universities were established, such as the ones in Bombay/Mumbai, Madras/Chennai and Calcutta/Kolkata and elite schools were set up. Schools were also set up by Mary Carpenter for girls. Many Indians were educated in these institutions and a lot went on to enter government service
- post-1858 British rule saw a greater degree of separation and a hardening of racial superiority which intensified the Indian caste system, making it harder for those in the lower castes to find employment
- British rule resulted in economic change, as for example public works' schemes were instigated and the railway network was built. Indian people were able to access jobs in the civil service, army, police and on the railways
- Britain offered a market for Indian agricultural products and provided the Indian people with cheap British goods
- economically British rule resulted in negative change for India as the import of cheap British manufactured products meant that India's existing textile industries were destroyed. British rule encouraged a reliance on cash crops at the cost of lower value grains which were the main food staple for most of the population resulting in India becoming reliant on food imports.

**Arguments challenging the view that in the years 1858 to 1890, British rule changed India both economically and socially might include:**

- although educational institutions were set up, there were very few opportunities for most Indians to access educational institutions, and illiteracy remained widespread
- poverty, poor health and famine continued for many Indians
- some Indians had access to new employment opportunities, for most though this was denied them. For example, the civil service was staffed with British administrators with few opportunities for Indians to have a say, and even those with education found it hard to obtain promotion beyond the lower ranks. The majority of Indian people continued to be subsistence farmers
- the railway building scheme provided little economic change as its purpose was defensive, the British used it to move troops around India to deter further rebellions
- irrigation building schemes were not widespread and were built to support British, not Indian, economic interest. The majority of India remained unirrigated.

Students may come to the conclusion that British rule brought economic and social change for the Indian elite as they were the people who were able to take advantage of the new employment and educational opportunities. It may also be argued for the lower classes life became harder once the British took charge, due to the economic policies implemented and the intensification of the caste system. Alternatively, students may argue that for the vast majority of Indian people they experienced little change during the years 1858 to 1890 as British rule did little to alter their everyday lives.



**0 3** 'In the years 1914 to 1948, Britain's imperial power was weakened by its participation in the two world wars.'

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 in the years 1914 to 1948, Britain’s imperial power was weakened by its participation in the two world wars might include:**

- Britain’s participation in both wars led to huge economic issues, which in turn led to a loss of imperial power as Britain struggled to create the income to pay for the running, and defending of, the Empire
- the involvement of the colonies in the First World War led to pressure from colonial leaders after the war for greater independence. This can be particularly seen in the Dominions and India. The war also proved to be important in developing the independence movements in the African colonies post-1918
- after the Second World War, Britain deliberately abandoned colonies that were deemed to be too costly, for example Palestine, India and Burma
- both wars damaged the belief in ‘white superiority’, which undermined the idea of empire as this belief had been used to justify British imperial rule. This led in turn led to a sense of national identity and a desire for liberation.

**Arguments challenging the view that in the years 1914 to 1948, Britain’s imperial power was weakened by its participation in the two world wars might include:**

- the end of the First World War saw the British Empire reach its greatest extent as it added an additional 1.8 million square miles and another 13 million new subjects, therefore demonstrating that the war strengthened, rather than weakened, British imperial power
- the contraction of the Empire, which occurred during this period, was instigated by the actions of the nationalist groups in the different colonies, rather than a loss of imperial power by Britain’s participation in the wars. The need by the British to increasingly resort to direct rule and use repression in the different colonies demonstrates the impact of the nationalist groups’ actions. The increasing violence made it untenable for the British to maintain their rule
- the economic problems that Britain experienced during this period, which negatively impacted on their imperial power, had more of a result of the Great Depression than Britain’s participation in the wars
- a deliberate change in colonial policy from Britain’s leaders resulted in the decline in imperial power rather than participation in the two wars. This change in attitude can be seen in the 1920s with the introduction of the concepts of trusteeship and dual mandate which resulted in more indigenous administrators being brought into positions of authority. This led to increasing demands for more indigenous representation in decision making. The Statute of Westminster in 1931 is also indicative of this change in attitude. The Labour government’s focus on domestic policy after 1945 can also be argued to have led to a decrease in imperial power.

Students may argue that Britain’s participation in the two world wars led to a loss of imperial power due to the huge economic costs the country incurred and the increase in confidence it gave to the indigenous leaders to push for greater representation, and ultimately in some cases, independence. Some students may argue that the First World War had little impact on Britain’s imperial power and the weakening of imperial power only occurred after the Second World War. Alternatively, students may argue that the loss of imperial power was due to events occurring independently of the wars, both within Britain and the individual colonies.

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|----------|----------|--|
| <b>0</b> | <b>4</b> | To what extent did the Empire and its legacy influence the British people and popular culture 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 the Empire and its legacy influenced the British people and popular culture in the years 1947 to 1967 might include:**

- the Empire continued to have an economic influence on the British people as migration to the Empire and commonwealth increased between 1946 and 1957, when approximately 1 million people left Britain for the Dominions. In 1948, around 25% of the British population were in contact with relatives in the Dominions and money was regularly transferred between them
- many others, through national service, saw action in colonies such as Kenya, Malaya and Egypt. This resulted in many people in the lower classes having contact with the Empire and being exposed to different cultural ideas
- the Empire also had an influence on culture through increased immigration as the British Nationality Act 1948 gave full British citizenship to every inhabitant of the Empire and Commonwealth. This resulted in some cultural influence, for example music and food, and events such as the Notting Hill Carnival. There was also a political impact of this increased immigration as the number of immigrants arriving in Britain resulted in immigration becoming a controversial political issue. This had a political impact as immigration became a focal point of general election campaigns, with the campaign in the constituency of Smethwick in 1964 being a particularly infamous example
- the Empire had a culture influence on language as words such as bungalow and dinghy had entered the British language. In sport, the Commonwealth Games were initiated and the tours of England by the West Indies cricket team in the 1950s and 1960s exposed people to Caribbean culture. In music, the Empire's legacy can be seen annually at the Last Night of the Proms. Royal pageantry and the honours list were also influenced by the Empire, for example the OBE and MBE
- in popular culture the Empire influenced the plot line of many popular films, such as Lawrence of Arabia. TV programmes also drew upon imperial themes and attitudes.

**Arguments challenging the view that the Empire and its legacy influenced the British people and popular culture in the years 1947 to 1967 might include:**

- the abolition of National Service in 1960, combined with the increase in living standards by the late 1950s, resulted in fewer people directly experienced life in the colonies. This meant that, by 1967, direct personal experience of the Empire among the British people had become rare, reducing the possibilities for different cultural experiences or exchanges
- after the Second World War, there was increasing Americanisation of popular culture due to the popularity of American products, films and music
- the increasing economic importance of the EEC and the beginning of cheap holiday flights to European countries resulted in a movement away from imperial culture to a more European and global outlook
- imperial popular culture declined as overtly patriotic films were less popular and fewer films used the Empire as a backdrop. This is in stark contrast to the 1930s when cinema first emerged as a form of popular entertainment. In 1962, Empire Day was abolished arguably demonstrating a decline in interest in imperial events
- the increased hostility towards immigration to Britain in the 1950s and 1960s resulted in a deliberate separation of cultures, meaning the impact of the Empire on the British people and popular culture was minimal.

Students may argue that, during the years 1947 to 1967, the Empire's influence on the British people was considerable, even if not always overt. Economically, politically or through family ties, students may argue that the Empire exerted an influence on British people throughout this time period. The Empire's

impact on popular culture was also great as imperial themes permeated all aspects of life. Alternatively, they may argue that over this time period, the influence of the Empire was minimal or reduced over time as the British looked to the new, and seemingly more modern, power of America and developed increasingly close ties with mainland Europe.