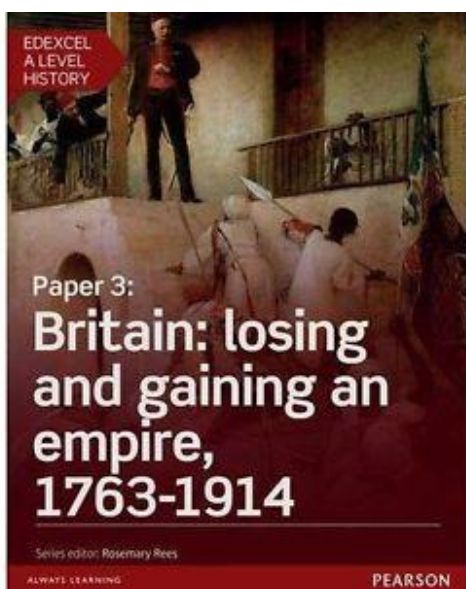


## History A-Level: Paper 3, Option 35.1: Britain: losing and gaining an empire, 1763–1914



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Resources, including revision and past papers for  
Papers 1&2:

Your Class Team, Sharepoint and [www.klshistory.com](http://www.klshistory.com)

### Textbook to purchase:

*Edexcel A Level History: Paper 3: Britain: Losing and gaining an empire 1763-1914*, Christie and Kidson (2016)

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# The Specification: Edexcel 35.1

## Paper 3, Option 35.1: Britain: losing and gaining an empire, 1763–1914

### Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore the development of the British empire and the part played in this by the Royal Navy and merchant marine. Looking at social, economic and political issues, students will study a series of developments that started with an imperial catastrophe which threatened to reduce Britain once more to a European offshore island, but would then transform Britain's standing in the world so that by the end of the period it had the largest empire the world has known.

Aspects in breadth: ruling the waves	
Themes	Content
<b>1 The changing nature and extent of trade</b>	<ul style="list-style-type: none"><li>• Reasons for, and nature of, the changing patterns of trade, 1763-1914, including the slave trade, trade in coal and textiles, new trading patterns with the Americas, India and the Far East, the impact of industrialisation on trade and the importance of government policy (key developments: the abolition of the slave trade 1807, the adoption of free trade 1842–46, the repeal of the Navigation Acts 1849).</li><li>• The changing importance of ports, <i>entrepôts</i> and trade routes within the UK and throughout the Empire, 1763-1914 (key developments: the acquisition of Singapore 1819 and Hong Kong 1842, the opening up of Shanghai to trade 1842, the purchase of the Suez Canal shares 1875, the acquisition of Zanzibar 1890, the lease of Wei hai-wei 1898).</li></ul>
<b>2 The changing nature of the Royal Navy</b>	<ul style="list-style-type: none"><li>• The changing Royal Navy, 1763-1914: the significance of changing ship types; the growing role of commerce protection, including protecting, and later suppressing, the slave trade; suppressing piracy and defending British commerce (key development: the attack on Algiers 1816); the work of exploration and mapping (key development: Captain Cook's exploration of the South Seas, 1768-71).</li><li>• The importance of the acquisition and retention of key strategic bases around the globe, 1763-1914 (key developments: Gibraltar retained 1783, and the acquisition of Malta, Ceylon and Cape Town in 1815, the Falklands in 1833, Aden in 1839 and Cyprus in 1878).</li></ul>

Aspects in depth: losing, gaining and governing territory	
Key topics	Content
<b>1 The loss of the American colonies, 1770–83</b>	<ul style="list-style-type: none"> <li>Tensions between colonists and the British, 1770–75: the issue of custom collection and tea duties, including the Boston Tea Party; the Coercive Acts 1774 and their impact.</li> <li>Clashes between British forces and rebels, 1775–76; the Declaration of Independence and Articles of Confederation.</li> <li>Britain's defeat, 1777–83: French and Spanish involvement; Britain's limited military resources; the defeats of Burgoyne 1777, and Cornwallis 1781; the decision to seek peace and accept the Treaty of Paris. Impact of defeat on Britain 1783.</li> </ul>
<b>2 The birth of British Australia, 1788–1829</b>	<ul style="list-style-type: none"> <li>Australia's role as a penal colony from 1788; the importance of Lachlan Macquarie: the development of Sydney; land grants to ex-convicts and development up the Hawkesbury River; the growth of Macquarie towns.</li> <li>Impact of British settlement on Aborigines in Tasmania and New South Wales, 1788–1829.</li> <li>The spreading impact: penal settlement in Van Diemen's land 1803; development of whaling; first crossing of the Blue Mountains 1813; first settlements in Western Australia 1826; extent of colonial control by 1829.</li> </ul>
<b>3 Learning from past mistakes: Canada and the Durham Report, 1837–40</b>	<ul style="list-style-type: none"> <li>The political nature and governmental system of Upper and Lower Canada and the perceived threat from the USA.</li> <li>The revolts of 1837–38: causes, course and impact.</li> <li>The importance of the Earl of Durham's appointment as High Commissioner; the roles of Charles Buller and Edward Gibbon Wakefield; the main recommendations and importance of the Durham Report.</li> </ul>
<b>4 Nearly losing an empire: the British in India, 1829–58</b>	<ul style="list-style-type: none"> <li>The role of the East India Company and the Governor General; the importance of Bengal and the Company Army.</li> <li>William Sleeman's campaign against Thagi: the drive against Sati and female infanticide; the impact of missionaries.</li> <li>The Indian Rebellion: the reforms of Dalhousie; the annexation of Awadh; outbreak and events in Meerut, Cawnpore and Delhi; the siege and relief of Lucknow; reasons why the British retained control.</li> </ul>
<b>5 The Nile valley, 1882–98</b>	<ul style="list-style-type: none"> <li>Reasons for intervention in Egypt 1882: Arabi Pasha and Arab nationalism; protecting European loans and people. French withdrawal; the British military campaign.</li> <li>Egypt as a 'veiled protectorate'; the promises to withdraw and the failure to do so; the work of Sir Evelyn Baring.</li> <li>The problem of the Sudan: the Mahdi; Gladstone's concerns and policy; Gordon's mission, 1884–85. The conquest of the Sudan 1898: the fear of French occupation; the role of Kitchener; the significance of Omdurman.</li> </ul>

## Physical and Electronic Folder Check Log

Date of check	Checklist	Suggested improvements
	<ul style="list-style-type: none"> <li><input type="checkbox"/> This course guide, including specification</li> <li><input type="checkbox"/> Knowledge checklist (at the front of this booklet) is up to date.</li> <li><input type="checkbox"/> Assessment Tracker (at the front of this booklet) is up to date</li> <li><input type="checkbox"/> Folder is well organised with unit dividers for each of the 5 topics (+ one extra section for assessments)</li> <li><input type="checkbox"/> Lesson notes and associated handouts are organised, lesson-by-lesson <i>together</i>. Notes and handouts should never be separated.</li> <li><input type="checkbox"/> Class notes are up to date</li> <li><input type="checkbox"/> Homework is up to date and filed alongside the lesson/topic</li> <li><input type="checkbox"/> All work contains titles and dates</li> <li><input type="checkbox"/> A clear section marked for assessments, knowledge tests, essays and improvements. All feedback sheets [yellow] are included.</li> <li><input type="checkbox"/> Evidence of a minimum of 3 hours of independent study per week. This could be recorded in reading record (at the back of this booklet)</li> <li><input type="checkbox"/> Other:</li> </ul> <p><i>A reminder that all of the above apply to electronic folders. You will still need a physical folder for handouts and assessments, as well as this course guide. This is KLSix policy.</i></p>	
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**Paper 3, Option 35.1: Britain: losing and gaining an empire, 1763–1914**

	<ul style="list-style-type: none"> <li><input type="checkbox"/> This course guide, including specification</li> <li><input type="checkbox"/> Knowledge checklist (at the front of this booklet) is up to date.</li> <li><input type="checkbox"/> Assessment Tracker (at the front of this booklet) is up to date</li> <li><input type="checkbox"/> Folder is well organised with unit dividers for each of the 5 topics (+ one extra section for assessments)</li> <li><input type="checkbox"/> Lesson notes and associated handouts are organised, lesson-by-lesson <i>together</i>. Notes and handouts should never be separated.</li> <li><input type="checkbox"/> Class notes are up to date</li> <li><input type="checkbox"/> Homework is up to date and filed alongside the lesson/topic</li> <li><input type="checkbox"/> All work contains titles and dates</li> <li><input type="checkbox"/> A clear section marked for assessments, knowledge tests, essays and improvements. All feedback sheets [yellow] are included.</li> <li><input type="checkbox"/> Evidence of a minimum of 3 hours of independent study per week. This could be recorded in reading record (at the back of this booklet)</li> <li><input type="checkbox"/> Other:</li> </ul> <p><i>A reminder that all of the above apply to electronic folders. You will still need a physical folder for handouts and assessments, as well as this course guide. This is KLSix policy.</i></p>	
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## Knowledge checklists

### Depth Studies

		Mark each on a scale of 1-5 1= very confident / sufficient / effective – 5 = action needed!					Actions needed and taken (list details)
Overall Topic	Specific topic	How confident am I?	I have sufficient notes on this topic?	I have given comple ted wider reading for this topic?	I have started to revise and review this topic?	I have revised this topic for mock exam week?	
<b>1 The loss of the American colonies, 1770–83</b>	Tensions between colonists and the British, 1770–75: the issue of custom collection and tea duties, including the Boston Tea Party; the Coercive Acts 1774 and their impact.						
	Clashes between British forces and rebels, 1775–76; the Declaration of Independence and Articles of Confederation.						
	Britain's defeat, 1777–83: French and Spanish involvement; Britain's limited military resources; the defeats of Burgoyne 1777, and Cornwallis 1781; the decision to seek peace and accept the Treaty of Paris. Impact of defeat on Britain 1783.						
<b>The birth of British Australia, 1788 - 1829</b>	Australia's role as a penal colony from 1788; the importance of Lachlan Macquarie: the development of Sydney; land grants to ex-convicts and development up the Hawkesbury River; the growth of Macquarie towns						
	Impact of British settlement on Aboriginal people in Tasmania and New South Wales, 1788-1829.						
	The spreading impact: penal settlement in Van Diemen's land 1803; development of whaling; first crossing of the Blue Mountains 1813; first settlements in Western Australia 1826; extent of colonial control by 1829.						

**Paper 3, Option 35.1: Britain: losing and gaining an empire, 1763–1914**

<b>3 Learning from past mistakes: Canada and the Durham Report, 1837–40</b>	The political nature and governmental system of Upper and Lower Canada and the perceived threat from the USA.						
	The revolts of 1837–38: causes, course and impact.						
	The importance of the Earl of Durham's appointment as High Commissioner; the roles of Charles Buller and Edward Gibbon Wakefield; the main recommendations and importance of the Durham Report.						
<b>4 Nearly losing an empire: the British in India, 1829–58</b>	The role of the East India Company and the Governor General; the importance of Bengal and the Company Army. William Sleeman's campaign against Thagi: the drive against Sati and female infanticide; the impact of missionaries.						
	The Indian Rebellion: the reforms of Dalhousie; the annexation of Awadh; outbreak and events in Meerut, Cawnpore and Delhi; the siege and relief of Lucknow						
	Reasons why the British retained control.						
<b>5 The Nile valley, 1882–98</b>	Reasons for intervention in Egypt 1882: Arabi Pasha and Arab nationalism; protecting European loans and people. French withdrawal; the British military campaign.						
	Egypt as a 'veiled protectorate'; the promises to withdraw and the failure to do so; the work of Sir Evelyn Baring.						
	The problem of the Sudan: the Mahdi; Gladstone's concerns and policy; Gordon's mission, 1884–85. The conquest of the Sudan 1898: the fear of French occupation; the role of Kitchener; the significance of Omdurman.						

## Breadth Studies

		Mark each on a scale of 1-5 1= very confident / sufficient / effective – 5 = Never heard of it / action needed!						
Overall Topic	Specific topic	How confident am I?	I have sufficient notes on this topic?	I have given completed wider reading for this topic?	I have started to revise and review this topic?	I have revised this topic for mock exam week?	How confident am I?	Actions needed and taken (list details)
1 The changing nature and extent of trade								
Reasons for, and nature of, the changing patterns of trade, 1763-1914.	The slave trade							
	Trade in coal and textiles							
	New trading patterns with the Americas, India and the Far East							
	The impact of industrialisation on trade							
	The importance of government policy - the Abolition Of The Slave Trade 1807							
	The importance of government policy - The Adoption Of Free Trade 1842–46							
	The importance of government policy - the Repeal Of The Navigation Acts 1849							
The changing importance of ports, <i>entrepôts</i> and trade routes, 1763-1914	The acquisition of Singapore 1819							
	The acquisition of Hong Kong 1842							
	The opening up of Shanghai to trade 1842							
	The purchase of the Suez Canal shares 1875							
	The acquisition of Zanzibar 1890							
	The lease of Wei hai-wei 1898							

**2 The changing nature of the Royal Navy**

The changing Royal Navy, 1763-1914	The significance of changing ship types							
	The growing role of commerce protection							
	Including protecting, and later suppressing, the slave trade							
	Suppressing piracy and defending British commerce							
	The attack on Algiers 1816							
	The work of exploration and mapping							
	Captain Cook's exploration of the South Seas, 1768-71							
The importance of the acquisition and retention of key strategic bases around the globe, 1763-1914	Gibraltar retained 1783							
	The acquisition of Malta in 1815							
	The acquisition of Ceylon in 1815							
	The acquisition of Cape Town in 1815							
	The Falklands in 1833							
	Aden in 1839							
	Cyprus in 1878							

### Assessment Tracker

Target Grade: \_\_\_\_ Aspirational Grade: \_\_\_\_

Date	Assessment Name / Essay Title	Mark/%/Grade

## What is this course about?

This option offers students the opportunity to study Britain's influence on the development of the world. A small island off the coast of Europe became the dominant world power, ensuring that English became something akin to the world language and London the world's financial capital with the pound sterling almost the world's currency. It is a story of remarkable achievement.

The start date is the year peace was concluded with France, ending the first genuine world war. Britain became the dominant power in India and, by annexing French Canada, the dominant power in the American continent as well. It did seem that the words of the new song 'Rule Britannia', composed in 1740, had become an incontrovertible truth and Britannia did now rule the waves. In fact such patriotic pride was inviting a mighty fall, which the first of the aspects in depth addresses. By 1783, Britain had lost her American colonies, which had evolved as the most important part of the British Empire in the seventeenth century. To many observers in Europe it seemed that Britain would lose her great power status and return to being a rather unimportant offshore European island. This was not to be.

Five years later the first settlement in Australia took place and a whole new area of empire developed. This forms the basis of the second depth study. If the first British American colonies had turned into the independent United States, Canada had remained loyal to the crown; in fact, Upper Canada, or what is now known as Ontario, had started as a place of refuge for American loyalists. Britain did not make the same mistakes here as in the original American colonies: conciliation not confrontation was the policy adopted, as the third depth study makes clear. This was not the case in India, where British power had expanded since 1763. The fourth depth study invites students to consider the events leading up to the Indian Rebellion of 1857 and dramatic events of that year. Finally, the British occupation of the Nile valley at the end of the nineteenth century is the focus of the last depth study, replete with colourful figures such as General Gordon, whose death in Khartoum absorbed the attention of the nation in 1885.

The 'Aspects in breadth' make clear the vital importance of the seas and oceans in explaining Britain's world pre-eminence in these years. It was a trading empire first and foremost, held together by a vast merchant marine operating from Liverpool, Bristol, Glasgow and London to name but the chief ports. Dotted around the globe, jewels in the imperial necklace, were other great trading hubs like Hong Kong and Singapore. The whole was protected by the Royal Navy, the largest navy on earth and for much of this period capable of taking on the combined fleets of the rest of the world. In 1897, for Queen Victoria's Diamond Jubilee, thirty miles of warships lined up off Portsmouth and for everyone at Spithead, there was another on active service round the world.

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes and give students the opportunity to develop skills in analysing and evaluating source material.

## Aspects in depth: losing, gaining and governing territory

- 1 The loss of the American colonies, 1770–83
- 2 The birth of British Australia, 1788–1829
- 3 Learning from past mistakes: Canada and the Durham Report, 1837–40
- 4 Nearly losing an empire: the British in India, 1829–58
- 5 The Nile valley, 1882–98

The 'Aspects in depth' are five key episodes in the unfolding story of the British empire in these years. These are geographically diverse, illustrating the spread of British power.

Although the topics are clarified separately below, students should appreciate the linkages between them since questions, including document questions, may be set which target the content of more than one topic, for example the contrast in the behaviour of the British government of the 1770s towards North America compared with the government of 1837–39.

Students will be required to interpret and evaluate a documentary extract in its historical context, but the knowledge they will need to have will be central to that specified in the topics. Questions will not require them to demonstrate knowledge of references in documents to events or individuals other than those explicitly specified.

### Topic 1: The loss of the American colonies, 1770–83

The focus of the topic is on the loss of what has been called the 'first British empire', namely the thirteen North American colonies. The study begins in 1770 and students should appreciate the continuing objection in North America to tea duties. They should understand why the issue of taxation was so sensitive and the reasons for the often-difficult relations between the crown's agents and the populace and their local assemblies. Students should understand how the events of 1774 to 1776 led a substantial number of colonists to embrace independence, but they should also appreciate the existence of a considerable number of loyalists. Students do not need to have a detailed knowledge of the war: they need to be aware of the military failings of Burgoyne and Cornwallis and the significance of French and Spanish intervention. They should understand the reasons for Britain's defeat, including how the military resources available were unequal to dealing with a war dispersed across such wide area. They also need to understand why defeat was accepted in Britain.

### Topic 2: The birth of British Australia, 1788–1829

The focus of the topic is on the birth of a whole new area of empire shortly after the loss of the American colonies. Students should understand the crucial importance of two periods in the development of New South Wales: the arrival of the first convicts in 1788 and the important governorship of Lachlan Macquarie from 1809–21, which, it has been said, transformed New South Wales from a prison to a real colony. The specification requires the

study of the relations with Aboriginal people only within the dates 1788–1829 and only in New South Wales and Tasmania – this includes the consequences of British rule on Aboriginal people in terms of the suffering, particularly in Tasmania. Students should be aware of the extent that colonial control was extended outside New South Wales and Tasmania, but detailed knowledge of the development of the new settlements is not required.

**Topic 3: Learning from past mistakes: Canada and the Durham Report, 1837–40**

The focus of this topic on the small-scale events in British North America in 1837–38 and the very significant consequences for the future of the whole empire that grew from the Durham Report of 1839. Students should understand the very particular problems of Canada with its large French-speaking population in Quebec and the English population of Ontario, many of whom in origin were loyalists from the USA. They should understand that the growing USA posed a problem with the threat of it seizing the under-populated lands of the British crown in Canada. Students should appreciate this context to the risings of 1837 and the very 'liberal' response of Radical Jack, otherwise known as the Earl of Durham. Students should understand the main thrust of his report and the input of his two talented advisers mentioned in the specification. In terms of the importance of the report, students should understand, not only why it was important for Canada but also its wider impact on the governance of the wider empire: Durham and his two advisers are often credited with saving the imperial link with the new white settlers colonies in Australia, Canada, New Zealand and South Africa, and avoiding a repetition of 1776.

**Topic 4: Nearly losing an empire: the British in India, 1829–58**

The focus of this topic is on the fascinating clash of two very different civilisations and value systems. As with Topic 2, it has a long chronological spread but the content that specification requires is strictly limited. Students should understand the extent of British power in India by the end of the 1820s and the system of the government of India involving the East India Company and the British government. Students should be aware of the impact of individuals named in the specification. Students should understand the context and background to the Indian Rebellion. The only prior military expansion to be covered is the seizure of Awadh, and this only in so far as it had a bearing on the outbreak of the Indian Rebellion. Students should understand the decision to eradicate Thagi (Thuggee) and the assault on the practice of Sati or Suttee and female infanticide, and why these drives at 'social improvement' caused offence. Here students should understand the relevance of the increasing influence and numbers of Christian missionaries. Students should be aware of the dramatic climax of this topic provided by the outbreak of the Indian Rebellion in May of 1857. Students should have knowledge of the events specified and the reasons for British survival and ultimate triumph.

**Topic 5: The Nile valley, 1882–98**

The focus of this topic is on the acquisition of a vast new area of territory in north-east Africa at the end of the nineteenth century and the role played by the then new forces of Arab nationalism in Egypt and of militant Islam in the Sudan. Students should understand

why the anti-imperialist government of W E Gladstone felt impelled to send an expedition to occupy Egypt in 1882 and then, despite his protestations to the contrary, stay there. They should understand the value of the reforms pushed through by Sir Evelyn Baring, affecting Egyptian finances and the economy, and his influence in pushing for withdrawal from the Sudan. They should understand how and why Britain was pulled unwillingly further up the Nile valley by a mixture of circumstances, idealism and fear of European rivals.

<b>Themes</b>	<b>Aspects in depth: losing, gaining and governing territory</b>
<b>1 The loss of the American colonies, 1770–83</b>	Tensions between colonists and the British, 1770–75: the issue of custom collection and tea duties, including the Boston Tea Party; the Coercive Acts 1774 and their impact.
	Clashes between British forces and rebels, 1775–76; the Declaration of Independence and Articles of Confederation.
	Britain's defeat, 1777–83: French and Spanish involvement; Britain's limited military resources; the defeats of Burgoyne 1777, and Cornwallis 1781; the decision to seek peace and accept the Treaty of Paris. Impact of defeat on Britain 1783.
<b>The birth of British Australia, 1788–1829</b>	Australia's role as a penal colony from 1788; the importance of Lachlan Macquarie: the development of Sydney; land grants to ex-convicts and development up the Hawkesbury River; the growth of Macquarie towns
	Impact of British settlement on Aboriginal people in Tasmania and New South Wales, 1788–1829.
	The spreading impact: penal settlement in Van Diemen's land 1803; development of whaling; first crossing of the Blue Mountains 1813; first settlements in Western Australia 1826; extent of colonial control by 1829.
<b>3 Learning from past mistakes: Canada and the Durham Report, 1837–40</b>	The political nature and governmental system of Upper and Lower Canada and the perceived threat from the USA.
	The revolts of 1837–38: causes, course and impact.
	The importance of the Earl of Durham's appointment as High Commissioner; the roles of Charles Buller and Edward Gibbon Wakefield; the main recommendations and importance of the Durham Report.
<b>4 Nearly losing an empire: the British in India, 1829–58</b>	The role of the East India Company and the Governor General; the importance of Bengal and the Company Army. William Sleeman's campaign against Thagi: the drive against Sati and female infanticide; the impact of missionaries.
	The Indian Rebellion: the reforms of Dalhousie; the annexation of Awadh; outbreak and events in Meerut, Cawnpore and Delhi; the siege and relief of Lucknow
	Reasons why the British retained control.
<b>5 The Nile valley, 1882–98</b>	Reasons for intervention in Egypt 1882: Arabi Pasha and Arab nationalism; protecting European loans and people. French withdrawal; the British military campaign.
	Egypt as a 'veiled protectorate'; the promises to withdraw and the failure to do so; the work of Sir Evelyn Baring.
	The problem of the Sudan: the Mahdi; Gladstone's concerns and policy; Gordon's mission, 1884–85. The conquest of the Sudan 1898: the fear of French occupation; the role of Kitchener; the significance of Omdurman.

## Aspects in breadth: ruling the waves

- 1 The changing nature and extent of trade
- 2 The changing nature of the Royal Navy

The main focus of the 'Aspects in breadth' is on the changing pattern of Britain's domination of the world's oceans. Within this, the key elements focus on the shifting pattern of trade and its regulation and the power and importance of the Royal Navy in protecting and promoting trade. This will involve an awareness of the development of new markets and classes of imports and exports and the reciprocal influence of changes in trade and the growth of major British ports such as Liverpool, Bristol and London. In analysing the changing patterns of trade and the reasons for change, students should be aware of key features of trade in the period, for example: the importance of the slave trade; the coastal coal trade and increasing export of coal; growing textile exports to India and the Far East and luxury imports from there; the growing import of food and cotton from the Americas in the nineteenth century. Students should also be aware of the significance of industrialisation and technological change for bringing about changes in trade, the influence of government policy in the period and the impact of the specified legislation.

The focus of 'Aspects in breadth' is on the *process* of change over a long period of time, rather than a concentration exclusively on one particular person or innovation. Students should, however, be able to explore key turning points and understand the reasons why key changes took place, why they were important and what their main effects were. These turning points include:

- Captain Cook's exploration of the South Seas in 1768–71
- The abolition of the slave trade 1807
- The acquisition of Malta, Ceylon and Cape Town in 1815
- The repeal of the Navigation Acts 1849
- The purchase of the Suez Canal shares 1875

Themes	Aspects in breadth: ruling the waves
<b>1 The changing nature and extent of trade</b>	Reasons for, and nature of, the changing patterns of trade, 1763-1914, including the slave trade, trade in coal and textiles, new trading patterns with the Americas, India and the Far East, the impact of industrialisation on trade and the importance of government policy (key developments: the abolition of the slave trade 1807, the adoption of free trade 1842–46, the repeal of the Navigation Acts 1849).
	The changing importance of ports, <i>entrepôts</i> and trade routes within the UK and throughout the Empire, 1763-1914 (key developments: the acquisition of Singapore 1819 and Hong Kong 1842, the opening up of Shanghai to trade 1842, the purchase of the Suez Canal shares 1875, the acquisition of Zanzibar 1890, the lease of Wei hai-wei 1898).
<b>2 The changing nature of the Royal Navy</b>	The changing Royal Navy, 1763-1914: the significance of changing ship types; the growing role of commerce protection, including protecting, and later suppressing, the slave trade; suppressing piracy and defending British commerce (key development: the attack on Algiers 1816); the work of exploration and mapping (key development: Captain Cook's exploration of the South Seas, 1768-71).
	The importance of the acquisition and retention of key strategic bases around the globe, 1763-1914 (key developments: Gibraltar retained 1783, and the acquisition of Malta, Ceylon and Cape Town in 1815, the Falklands in 1833, Aden in 1839 and Cyprus in 1878)

## What is expected of me in Year 13?

### 1) An organised folder with clearly marked sections.

We recommend organising your folder chronologically, lesson-by-lesson, using your **learning tracker** (see above). Your folder will be routinely checked for the following:

- ☐ This course guide, including specification
- ☐ Knowledge checklist (at the front of this booklet) is up to date.
- ☐ Assessment Tracker (at the front of this booklet) is up to date
- ☐ Folder is well organised with unit dividers for each of the 5 topics (+ one extra section for assessments)
- ☐ Lesson notes and associated handouts are organised, lesson-by-lesson *together*. Notes and handouts should never be separated.
- ☐ Class notes are up to date
- ☐ Homework is up to date and filed alongside the lesson/topic
- ☐ All work contains titles and dates
- ☐ A clear section marked for assessments, knowledge tests, essays and improvements. All feedback sheets [yellow] are included.
- ☐ Evidence of a minimum of 3 hours of independent study per week. This could be recorded in reading record (at the back of this booklet)

### 2) READ, READ and then READ some more.

- **You MUST read and watch the titles specified by Edexcel!**
- **Refer to the reading list at the end of this guide.** Lots of these texts will be set as HW.
- **You should spend a minimum of 4 hours independent work per week for this unit** - This is the minimum amount of time you should spend on the work and reading set by your teacher every week OR additional wider reading / research.
- **You must record your findings and notes in your reading record or make notes**, according the task instructions; your teacher may set you specific questions with the reading they set you, or they may simply ask you to record notes under key headings. You should bring this to lesson to refer to. Your teacher will regularly check or ask you to share your reading with your class.
- If you fail to show **evidence** that you have completed your 4 hours work you will be required to complete 4 hours of work after school at a time organised by your teacher.
- If you do not read very often, remember that there are LOTS OF DOCUMENTARIES in the reading/watching list **in this booklet** too.

#### Top Tip

Your core textbook is a great place to start for essential reading **but this alone is not enough**. You should look to read as widely as possible as this will allow you to develop your understanding further.

The best **books** to buy / access at the start of the course are:

#### a) **The essential textbook:**

Nikki Christie, *Edexcel A Level History, Paper 3: Britain: losing and gaining an empire, 1763–191 Student Book + ActiveBook* (2016)

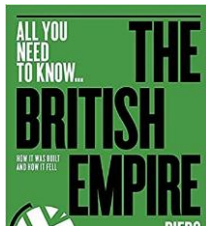
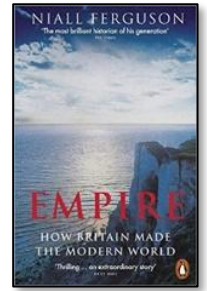
The exam board's textbook is a great place to start for essential reading.



**b) The book this course is based on: Niall Ferguson, *Empire: How Britain Made the Modern World* – 7 Jun 2018**

Ferguson is the leading 'popular' historian on the British Empire and is recommended by the exam board; this is because the exam board based the content of your course on this book. This text is accessible and provides a good overview of the course. However, you may not always agree with what he says – he is fairly 'pro-Britain' and right-wing and tends to 'forgive' or marginalise the atrocities committed by Britain in its colonial past. Some of this book has been incorporated into his documentary series:

<https://www.youtube.com/watch?v=moZN2UZ1k60>

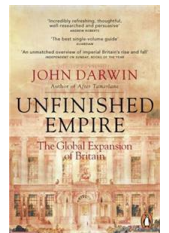


**c) Short overviews:** If you have no prior knowledge of the British Empire, these are good places to start!

- Ashley Jackson, *The British Empire: A Very Short Introduction (Very Short Introductions)*, May 2013
- Piers Brendon, *All You Need to Know....The British Empire*, April 2018

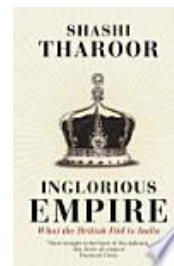
**d) The antidote to Ferguson:** A balanced British view

John Darwin, *Unfinished Empire: The Global Expansion of Britain*, 2013



**e) For nuance and understanding:** Whilst these do not cover every aspect of our course, they offer a more nuanced perspective and will considerably enhance your understanding.

- Shashi Tharoor, *Inglorious Empire: What the British Did to India*, (Penguin, 2017)
- Sathnam Sanghera, *Empireland: How Imperialism has Shaped Modern Britain* (2021)
- Akala, *Natives*, (2018)
- James Felton, *52 Times Britain was a B\*\*\*\*\*: The History You Didn't Get Taught at School* (2021)



**3) A proactive attitude to independent study.**

Remember the course is completed 1/3<sup>rd</sup> in class and 2/3<sup>rd</sup>s outside of class. This means YOU HAVE to work and read at home or in study periods. Use the 5 R's to help you become a more independent learner:

1. **Research** (around the current topic/homework)
2. **Reading** (looking ahead and reading around the upcoming topic)
3. **Reviewing** (checking over notes and filling any gaps)
4. **Responding** (to targets and verbal and written feedback given)
5. **Retrieval Practice** in revision, for example:

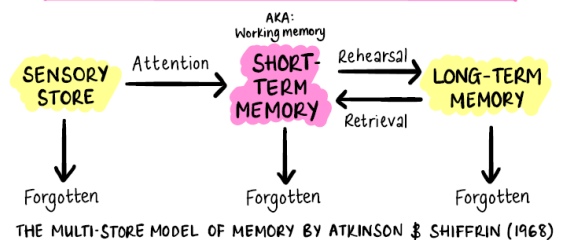
Retrieval

KATE JONES


Practice

Grace Hudson  
@MissH.biology

The act of **recalling learned information from memory** (with little or no support) and every time that information is retrieved, or an answer is generated, it changes the original memory to make it **STRONGER!**




**RP #1: Retrieval Practice Choose ONE**



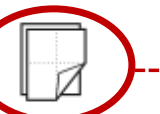
**Quizzing**

Create a 10 question quiz to test recall, check understanding and to identify misconceptions. This can be done via any format: quiz sheet, PowerPoint or an online quizzing tool. Take the quiz yourself or ask your peers to complete the quiz and provide feedback.




**Flash Cards**

Create a set of flash cards for a specific topic. Write a key question on one side and the answer on the other. Test your memory by asking someone to quiz you. Use the [Leitner System](#) to build fluency through repetition.



**Folding Frenzy**


Folding Frenzy: Write a one page summary on a specific topic. Then create a graphic organiser of the key terminology of the notes. Next write down 5-6 keywords that summarise the topic. Finally, create symbols on the front cover from your original notes.



**FACE IT**


**Facts** - Learn the core factual content of a specific topic  
**Apply** - Apply the facts in context  
**Connect** - Connect ideas by identifying patterns and causal links  
**Express your knowledge** - Teach your peers or self-explain.

**RP #2: Spaced Retrieval Choose ONE**



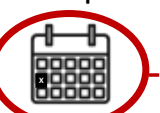
**Last Lesson**

From memory create a one page summary, mind map, knowledge organiser or sketch note from **last lesson**. Include evidence, statistics, people, events, dates, key terms, definitions etc.




**Last Week**

From memory create a one page summary, mind map, knowledge organiser or sketch note from **last week**. Include evidence, statistics, people, events, dates, key terms, definitions etc.



**Last Topic**


From memory create a one page summary, mind map, knowledge organiser or sketch note from the **last topic**. Include evidence, statistics, people, events, dates, key terms, definitions etc.



**Last Term**


From memory create a one page summary, mind map, knowledge organiser or sketch note from **last term**. Include evidence, statistics, people, events, dates, key terms, definitions etc.

**RP #3: 5 Stages of Deliberate Practice Complete ALL the steps**




**1. Push Beyond**

Push beyond your comfort zone by choosing a past essay question that you find challenging. Decode the question and then plan your answer. Think carefully about what arguments, evidence, scholarship you are going to include.




**2. Specific Goals**

Define your specific goals. What do you want to achieve when you write this essay? Do you want to improve your use of evidence, develop your analysis, sustain your evaluation or enhance the structure and fluency of your essay etc?




**3. Focus**

Intensify the focus of your specific goals by making a conscious effort to improve. Ask yourself the following questions – When am I going to write this essay? Where am I going to write it? How am going to achieve my goals?



**4. Quality Feedback**

As part of the improvement process ask for feedback from your peers and/or your teacher or even generate your own feedback. Identify the areas for improvement and then redraft or redo your essay.



**5. Mental Model**

Create a mental model of what a successful history essay looks like. What are its key features? Reflect upon your essay writing skills and refine your practice by repeating with a similar style essay question.

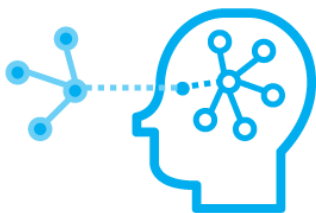
#### 4) Be fully PREPARED for and ACTIVELY PARTICIPATE in lessons

- **Preparation** - If you are asked to prepare a task for a lesson you must complete it and arrive at the lesson with your completed work.
- **100% attendance.** If there is a valid reason why you cannot attend (e.g. a pre-booked medical appointment) it is your responsibility to inform your teacher and complete the work missed. It is not acceptable to book driving lessons or tests in lesson time.
- **Active involvement in lessons** - You must play an active and focused role in all lessons. The more you engage in discussion and activities, the more you will get out of the lesson.

#### 5) Meet deadlines

Failing to meet homework and reading deadlines means that you may not be able to participate in the lesson; you will be asked to leave in order to catch up. Late essays may not receive feedback. If you are struggling to meet a deadline it is important that you speak to your teacher in advance and work out a solution to help you complete the work.

## What support will I receive from my teacher?

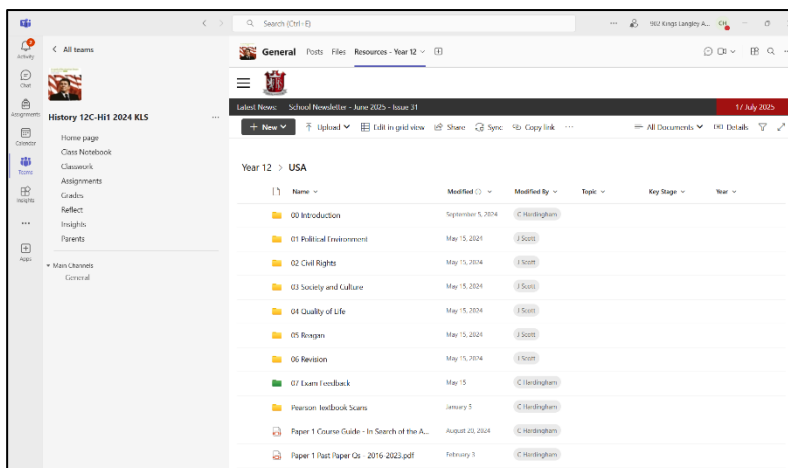


- **Organised, engaging and challenging lessons**  
Your teacher will lead lessons and will always make the objectives of the lesson and the tasks set accessible for all students. They will ensure you understand key concepts and know key factual information. They will teach you the skills you need to achieve your potential in history.
- **Regular assessment and feedback**  
Your teacher will mark your work regularly and provide you with constructive feedback which will help you develop effective examination techniques.
- **Resources to support your independent study**

<https://www.klshistory.co.uk/>

As well as this course guide, there will be a **Team** for our course so that you can access:


- Lesson-by-lesson resources (if you're unsure of something in the lesson and you want to spend more time on it at home)
- Assessment resources - Past paper questions, mark schemes and exemplar essays
- Additional reading suggestions
- Revision guides, resources and tools.



- **Individual support**  
Your teacher is always available outside lesson time to give you support with any aspects of the course you are finding difficult. You must make an appointment to see them and they will always be willing to help.
- **High expectations**  
Your teacher will always have high expectations for you to help you work towards your target grade.

## How will I be assessed and how can I meet the criteria?

A level: Paper 1, Paper 2, Paper 3, Coursework			
AS: Paper 1 and Paper 2			
Paper 1	Paper 2	Paper 3	Coursework
30% A level 60% AS	20% A level 40% AS	30% A level	20% A level
External examination	External examination	External examination	Internal assessment
Breadth study with interpretations	Depth study	Themes in breadth with aspects in depth	Independently researched enquiry
Assessment Objectives 1 and 3	Assessment Objectives 1 and 2	Assessment Objectives 1 and 2	Assessment Objectives 1 and 3



<b>AO1</b> 50–60%	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
<b>AO2</b> 20–30%	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context
<b>AO3</b> 20–30%	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

The examination lasts **2 hours 15 minutes** and is marked out of **60**. Students answer **three questions**: one from Section A, one from Section B and one from Section C.

**Section A** comprises one compulsory question that assesses the ability to analyse and evaluate source material that is primary and/or contemporary to the period (AO2) and targets content specified in the *Key topics* within the *Aspects in depth* for the relevant option. Questions will be based on a primary / contemporary **source** that is approximately 350 words long, and you will be required to analyse and evaluate it in relation to two related enquiries. Your answer must consider:

- The origin and nature of the source
- Inferences and points of information from the source
- Knowledge of the historical context to support and develop inferences, and to assess the value of the source.

**Section B** comprises a choice of two essay questions that assess understanding of the period in depth (AO1) and target content specified in *Key topics* within the *Aspects in depth* for the relevant option. Questions may cross the *Key topics*. **Any** AO1 concepts may be targeted (i.e. causation, consequence, change, continuity, similarity, difference, significance).

**Section C** comprises a choice of two essay questions that assess understanding of the period in breadth (AO1) and target content specified in *Themes* within the *Aspects in breadth* for the relevant option. Questions may cross the *Themes*. Questions will target **change** over periods of at least 100 years, focusing on:

- the process of change (factors bringing it about)
- the extent of change; or
- the impact of change; or
- patterns of change (turning points).

## Section A Mark Scheme (AO2)

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Each level descriptor has 3 strands:

- Analysis of source material
- Deployment of knowledge of the historical context
- Evaluating the material and reaching a judgement

Level	Mark	Descriptor
1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>
2	4-7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
3	8-12	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.</li> </ul>
4	13-16	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>
5	17-20	<ul style="list-style-type: none"> <li>• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li> </ul>

## Section A (AO2) Level 5 criteria explained

5	17-20	<ul style="list-style-type: none"><li>• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li><li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li><li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li></ul>
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### 1. Analysis of source material

- Have you interrogated the material, rather than simply repeated / re-described it?
- Have you shown *how* it can be used?
- Have you distinguished between information and opinion?

### 2. Deployment of knowledge of the historical context

- Have you selected and deployed knowledge with accuracy?
- Have you selected and deployed relevant and specific factual knowledge?
- Have you used this knowledge to illuminate or discuss the limitations of the content in the source material?
- Have you shown why it is necessary to place a source within its historical context? Is your understanding of this importance secure in your answer?

### 3. Evaluating the material and reaching a judgement

- Have you considered the weight of evidence in reaching your judgement?
- Have you considered the degree of certainty on which claims can be made?

## How to structure responses in Section A

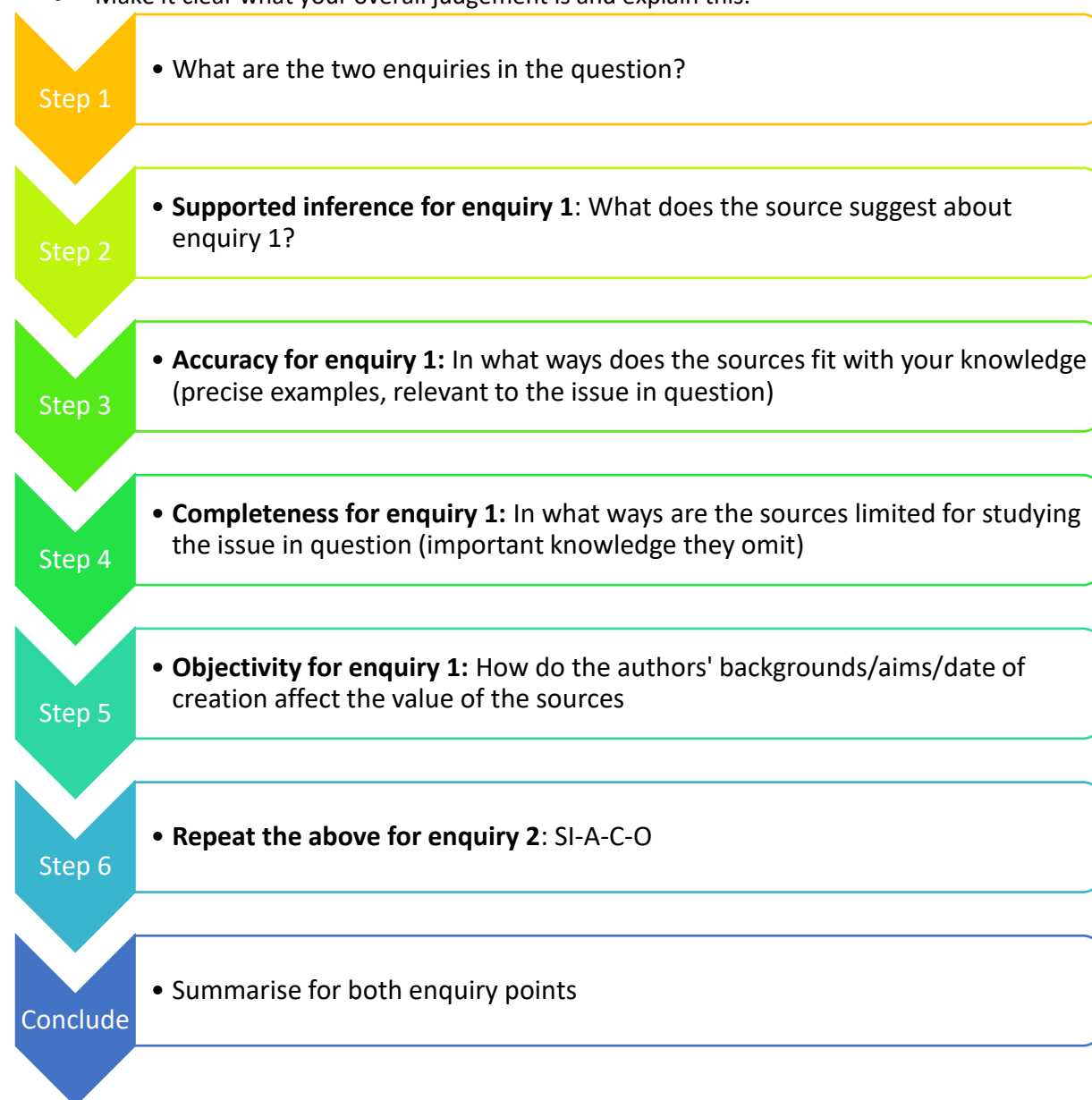
As with any source question, you need to consider **CONTENT and NATURE/ ORIGIN/ PURPOSE**, ensuring you make inferences throughout and confirming, expanding, or challenging the sources using your own knowledge. You must use **quotes**!

### 5 minutes planning:

- 1) Identify the enquiries in the question
- 2) Annotate the source - Annotate by identifying quotes, making inferences and adding brief own knowledge to either confirm details in the source, expand upon details in the source or challenge the details in the source.
- 3) Plan your structure

### Intro:

- Briefly outline the context/debate/issues in the investigation in the Q.
- Outline the source's view on the two enquiries
- Make it clear what your overall judgement is and explain this.



**Main body paragraphs:**

1	In terms of	Accurate	For	Indeed	So
2	In terms of	Not comprehensive	Omission	Indeed	So
3	However	Because	Intended	Portrayal	Useful for

Component	Stem
Accuracy	<i>In terms of an enquiry into....., the source reveals..... It is accurate to suggest that.... So the source is valuable in that it is accurate / typical for ..... (or in light of)</i>
Comprehensiveness	<i>In terms of an enquiry into....., the source is not comprehensive of .... / is limited by its omission of.... Indeed..... So this means that the source is not comprehensive for / in ....</i>
Objectivity	<i>In terms of an enquiry into....., the source is made more valuable / useful to an historian due it origin / purpose / provenance.... The purpose of the source was to.... So this gives the source greater value for.....</i>

**Conclusion**

- Use clear criteria (accuracy) to assess how strongly the evidence the source uses supports their view
- Judge what it is useful for (e.g. showing fact or personal opinion, in depth or overall impression, public mood or official view, to challenge or support accepted views etc.)
- How useful is the source as a whole? Would sources contradict/corroborate?

**Key words to use:**

Objective
Subjective
Balanced
Propaganda
Romanticising
Representation
Accurate
Comprehensive
Omit
Validity
Supported inference
Selective
Impartial

- Analysis of source material**
  - Have you interrogated the material, rather than simply repeated / re-described it?
  - Have you shown how it can be used?
  - Have you distinguished between information and opinion?
- Deployment of knowledge of the historical context**
  - Have you selected and deployed knowledge with accuracy?
  - Have you selected and deployed relevant and specific factual knowledge?
  - Have you used this knowledge to illuminate or discuss the limitations of the content in the source material?
  - Have you shown why it is necessary to place a source within its historical context? Is your understanding of this secure?
- Evaluating the material and reaching a judgement**
  - Have you considered the weight of evidence in reaching your judgement?
  - Have you considered the degree of certainty on which claims can be made?

**Paper 3, Option 35.1: Britain: losing and gaining an empire, 1763–1914**

STEP 1: Enquiry	Enquiry 1	Enquiry 2
STEP 2: Supported inferences about the message		
STEP 3: ACCURACY In what ways does the sources fit with your knowledge (precise examples, relevant to the issue in question)		
STEP 4: COMPLETE? In what ways are the sources <b>limited</b> for studying the issue in question (important knowledge they <b>omit</b> )		
STEP 5: Objectivity How do the authors' backgrounds/aims/date of creation affect the value of the sources NATURE ORIGIN PURPOSE (evaluate)		

## What does a Section A level 5 response look like?

Assess the value of the source for revealing the importance of Egypt to Britain in the late 19th century and the immediate reasons why intervention was thought to be appropriate in 1882. Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context. (June 2017)

Chosen question number: Question 1 ☒ Question 2 ☒

The Royal Navy's bombardment of Alexandria on 11<sup>th</sup> July 1882 led to the creation of a British 'Veiled Protectorate' in Egypt, whereby British advisers ran the nation under the guise of advising the Khedive, whereas the nation had previously been a province of the Ottoman Empire. Source 1 argues that the chief importance of Egypt was geopolitical and moral, with Britain best suited to govern, using moralistic and persuasive language like "responsibilities" and rhetorical questions; the source argues the immediate reason for intervention was a power vacuum in Egypt, necessitating the "decisive and effective action" by Britain. By focusing on Britain's moral reasons for intervention, Source 1 is of value for revealing the official view of the intervention, and the utilitarian values that motivated many British individuals.

Source 1 is accurate in arguing the importance of Egypt lay in its 'strategic location' "on the high road to the Far East... of interest to all the powers of Europe"; it is true that Africa was becoming a centre of the 'New Imperialism', with the creation of the 'International Association for the Exploration and Civilisation of Africa' by King Leopold of Belgium in 1876. Egypt was thus important to protect British prestige in Africa; however, the source is limited in its avoidance of explicit reference to economic

interests in the region, since the <sup>British</sup> acquisition of 44% of shares in the Suez Canal in 1875 – ~~through~~<sup>in</sup> which 3/4 of trade was British – necessitated intervention. Indeed, Gladstone had 37% of his personal fortune invested in Egyptian loans; the source thus overstates the under economic importance of Egypt to Britain, as it occurs in the context of an evangelical and moralistic British public. Being thus appeals to the religious sensibilities of the British public to portray the intervention as altruistic, which is more likely to gain public support for continued occupation. Source 1 is accurate to show that an immediate reason for the intervention was the power vacuum, where there was "no effective political authority"; this is of value since the Egyptian government had long been struggling, with foreign debt growing from £3 million to £100 million (1863–70), and the Khedive fleeing bankruptcy by 1875–6. The region's instability thus necessitated intervention; however, the source is limited in its euphemistic descriptions of such a power struggle, as it fails to mention explicitly the Arabi Pasha (who led a coup against the Khedive in 1879, and whose nationalist cabinet reversed the Dual Control's financial cuts by borrowing £400,000 from the Rothschild's). Being similarly neglects the rise of the Mahdi in Sudan in 1881, which threatened to spread pan-Islamic nationalism to Egypt that endangered both British economic interests and Christian values. Source 1 neglects such 'local' reasons for the intervention as it was written at a time when such local Muslim leaders and nationalists were dismissed as racially inferior – Semitic.

Hallan was called the 'Mad Mullah' by Britain - and so the source overlooks indigenous tensions as it comes from a period that placed Europe at the centre of world affairs.

Source 1 is reliable in coming from an article by the Earl of Cromer as, having served as Consul-General from 1882 to 1907, Baing would have seen the changing landscape of Africa - with the Scramble for Africa, the Sudan campaign, and growing Egyptian nationalism - and so was exposed to a variety of reasons for British intervention. Indeed, as the most senior official, the source is useful in representing the official view; however, the source is limited by the fact it is an article published in 1908, hence after Baing had left Egypt, after he was rewarded with an Earldom. This means Baing aims to justify his leadership, thus portraying the strategic importance of Egypt to appeal to the domestic public's sense of national pride - that France must never gain an advantage - and he equally shows the moral reasons for intervention to appeal to the public's evangelical principles. This source, as an article, is limited as it is aimed at persuading the British public that the occupation is just, hence neglects the details that portray Britain less favourably, such as the existence of the Dual Control since 1875 and the growth of Egyptian nationalism under it. Indeed, the first nationalist congress met in 1907, caused in part by Baing's refusal to reform land tax inequality and his raising of tuition fees in 1901 that so limited Fellahin upward mobility. Baing thus has his reputation to defend - he hopes to legitimise his role

in Egypt at a time when it again seemed more unstable - limiting the source's reliability as it gives a distorted view aimed to elevate an individual.

~~Ques~~ If a source is accurate about Egypt's importance and the reasons for intervention, it would acknowledge economic, geopolitical and moral aspects; if complete and broad, it would explore Britain's earlier action in Egypt. Source 1 meets the accuracy criteria in exploring both geopolitical and moral reasons for intervention, exposing the role of imperial rivalry and religious fervor. However, it is less useful in not acknowledging British financial intervention from 1875, and so limits the source in scope to largely moral aspects of Egypt's importance and reasons for intervention. Source 1 thus shows the official British viewpoint, but is of less value as an individual account as it seeks to defend the occupation, hence emphasize<sup>acts in</sup> Egypt was a necessary and moral duty. Source 1 is thus quite valuable in revealing the moral and strategic importance of Egypt, but is less useful in showing the reasons for intervention as it reflects the Mahdi and Arabi to provide a Eurocentric view.

**Examiner comment:**

A very effective answer which is rooted in the source and identifies a range of key points for both enquiries and deploys knowledge to illustrate points and to highlight issues, e.g. with regard to international relations, which are not cited in the source. There is very good use of the attribution, the source itself and specific knowledge for evaluation. An impressive answer which merits Level 5.

The first paragraph is an excellent example of the benefits of rooting the response in a close analysis of the source. The interrogation of the source is very effective throughout.

Assess the value of the source for revealing the causes of the Indian rebellion of 1857 and the nature of the British response to it?

Source 1 is useful in identifying some of the reasons for the Indian rebellion of 1857 as well as showing the British response. The source gives an accurate portrayal of the causes for the rebellion; however the objectivity of the source does lead to certain causes being omitted. In terms of showing the British response the source is useful as it accurately shows the how the British felt towards the mutiny, although again the objectivity does hinder the sources' ability to show the full view. **Overall, the source provides accurate examples of causes of the rebellion and the British response to it, however it does not provide a comprehensive view as major details are missed out due to its objectivity.**

In terms of the causes of the rebellion source 1 is of the view that it was the insensitivity and disregard for native beliefs that was the main cause for the rebellion. The source mentions that 'the native traditions have not been respected' which is accurate as ancient traditions such as *Thagi* and *sati* were banned by 1848 which outraged the native population. **This did cause widespread unrest as it was viewed as an attack on their traditions**, whilst many of these practices were slowly dying out across India it was the principle of Britain slowly destroying Indian culture that angered the people. The source also comments on the 'ruthless application of the doctrine of lapse' suggesting that it was misuses of this law that caused anger and was a cause for the rebellion. **This is accurate as the doctrine of lapse took power away from the Indian people as it meant they had to have a male heir in order to keep their land otherwise it would be taken from them and given to the British.** The abuse of this law fuelled tension and anger as the Indian people now had less and less land and therefore power. The source then goes on to list the 'over-zealous missionaries' as another reason for the rebellion suggesting that it was the Evangelicals fault for the rebellion by trying to push their religion onto the Indian people who were majority Hindu and Muslim. **This is accurate as the 1813 Charter Act allowed missionaries to have increasing powers in Indian and caused an influx of missionaries into the country.** They promoted the teaching of English in school and bible studies which taught students that Christianity was superior to Hinduism. The missionaries arguably were the foundation of religious tensions as they had zero tolerance for the Indian religions and were focused on destroying their culture to convert them to Christianity. Lastly the source mentions the 'blunder as that concerning the hogs fat' suggesting that the mere idea that the cartridges could have contained pig and cow fat was enough to spark a rebellion. **This is accurate as for many the cartridges were the catalyst for the rebellion as it infuriated everyone and gave a united cause for rebellion.**

**However, the source is not entirely complete as it fails to emphasise the British responsibility in the causes for rebellion.** Many of the causes listed shifts the blame onto the missionaries and the abuse of power by individuals and not the government as a whole. For example, the treatment of the sepoys by the British was a leading factor in the cause of the rebellion. The British tried to pay the sepoys less for the same work claiming that they were no longer working abroad but on British soil as Britain expanded their territory, angering them as they were doing the same work for less pay. Additionally, since sepoys were usually of the highest caste and therefore most religious the idea of working abroad terrified them. Part of their religion meant that they could not cross seas or large bodies of water so by working overseas they would be disobeying their religion and would therefore become an outcaste. Furthermore, when the EIC

was in control of India missionaries were not allowed, however once the British government took full control missionaries were allowed in therefore demonstrating how the British were the underlying cause of the religious tensions. The British also interfered in other social structures in India such as tax collection which meant aside from religion the British were destroying their social way of life causing mass anger. **The source doesn't provide a comprehensive view as the reasons it listed alone does not explain how the rebellion became so widespread, however once combined with the other reasons for anger there becomes a common factor being the British government.**

**The source is also useful in showing the British response to the rebellion as it gives an accurate view of how the British felt about the rebellion.** The source describes the events as 'barbarous acts', 'massacred' and 'women and children pitilessly murdered'. All of this violent imagery suggests the source is trying to justify the British response by making it seem like the Indians were merciless murders. **This is accurate as the British viewed the 'mutiny' as an act of savage revolt by the sepoys alone and felt they should be punished accordingly.** Additionally, the source depicts that violent repercussions will be necessary when it says 'those responsible for the outrages will be taught an impressive lesson' this is accurate as the British though strapping the sepoys and other involved to cannons and shooting them in order to have double death was an acceptable response. The source mentions the British must now 'show respect to local traditions' suggesting that they are trying to learn something from the rebellion and make sure it doesn't happen again. **This is accurate as the 1858 proclamation was all about toleration of the Indian culture showing that they did actually try to make changes.**

**Again the source is not comprehensive in terms of the British response to the rebellion due to its objectivity.** For example, this source is from a newspaper therefore is very sensationalised. Whilst the missionaries did play a large part for the cause of the rebellion the fact that the source is aimed at the British public means it would likely want to omit the British involvement in the cause in order to shift the blame away from the British. The same can be said about the purpose of this article. **It is useful though as it shows how the British wanted the 'mutiny' to be portrayed.** Since it's supposed to radical the source does touch on the British responsibility to tolerate Indian culture however, it is still aimed at the British public and therefore won't want to place too much blame and responsibility onto the British government. Furthermore, the source being written in 1857 is useful as it was at the start of the rebellion, before the atrocities happened. **This explains why the source seems to be downplaying the British reaction as the actual reaction was far more dehumanising** such as forcing Hindus to eat beef and Muslims to eat pork. **However, this useful as it shows the British rational behind the punishments and how they deemed it to be 'an impressive lesson'.**

In conclusion, source 1 is **very useful** in revealing the causes of the rebellion and the British response driving it as it provides **accurate** examples of both. **It provides useful insight** into the British **perspective** on the rebellion and how it was **portrayed** to the public back in Britain. **Whilst** it does give a **limited range of causes** for the rebellion this is **useful** in showing how the British wanted the rebellion to be **perceived**. Furthermore it being written at the start of the rebellion shows the British thought process in deciding a 'fair' punishment.

## Section B and C Mark Scheme (AO1)

**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.

Each level descriptor has 4 strands:

- Exploration and analysis of key issues
- Deployment of accurate and relevant information (knowledge)
- Reaching a judgement overall
- Organisation and Communication

Level	Mark	Descriptor
1	1-3	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4-7	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8-12	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13-16	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision</li> </ul>
5	17-20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section B and C (AO1) Level 5 criteria explained

5	17–20	<ul style="list-style-type: none"> <li>• <b>Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</b></li> <li>• <b>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</b></li> <li>• <b>Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</b></li> <li>• <b>The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</b></li> </ul>
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### 1. Exploration and analysis of key issues - Conceptual focus (the shape of your essay)

- Have you analysed the key features of the period (specified or suggested) in relation to the focus of the question consistently throughout the essay?
- Have you addressed a range of relevant factors?
- Are you sticking to the topic focus; i.e. are your points relevant and valid? Are you consistent?
- Is your understanding of the topic holistic; i.e. have you made links?

### 2. Deployment of accurate and relevant information (knowledge) - Detail

- Have you selected and deployed knowledge with accuracy?
- Have you selected and deployed relevant knowledge?
- Is the knowledge you have selected and deployed in depth?
- Have you selected and deployed a range of points and detail? (i.e. more than one factor/event and selected from across the chronology demanded by the question?)

### 3. Reaching a judgement overall - Judgement (established and evaluated)

- Have you thoroughly substantiated your evaluation and made a judgement based on consistently and thoroughly applied 'valid criteria', such as:
- Factors (causes, consequences, etc.) that were superficial vs deep and underlying?
- Short-term vs long term vs trigger factors?
- Factors that had wide vs narrow impact / significance/effect?

### 4. Organisation and Communication - Formed to fit and support an argument

- Is your argument clearly organised addressing one factor / point per paragraph?
- Is your argument logically organised to support your argument?
- Is your argument coherent? (i.e. Have you fully explained your argument in the introduction then consistently applied and referred to in each paragraph?)
- Have you communicated your argument precisely and with clarity using specific language and key words?

## What are the top tips for **SUCCESS** in Section B and C (AO1)?

### 1. RESPOND TO THE PRECISE WORDING OF THE QUESTION

In order to help you understand what the question is asking you to do, the first thing you should do is read the question and look for these 3 foci:

- **Topic focus** (the topic of the question)
- **Conceptual focus** (the 2<sup>nd</sup> order historical concept of the question)
- **Chronological focus** (the time period of the question)
- **Adjectival/adverbial qualifier**: these are specific words in the question and they expect you to respond to and challenge. i.e. if they use the word 'transformed' or ask about '**fundamental features**' of an era (rather than 'features'), address the precise meaning of this word in your introduction, challenge it based on what you know and come up with a better word instead that fits your judgement.

### 2. PLAN YOUR JUDGEMENT CAREFULLY AND STATE THIS IN YOUR INTRODUCTION

Writing an introduction should be the HARDEST part of writing an essay. If it's not, you haven't planned properly or have regurgitated a previous essay. You should always:

1. Address the question, including any specific language used.
2. State the 3-4 **factors** you will address
3. State and explain your judgement of most important precisely and explicitly in 1-2 sentences.

### 3. STATE YOUR 'VALID CRITERIA' EXPLICITLY IN YOUR INTRO, LINKS AND CONCLUSION

- Valid criteria = How have you made your decision? Valid criteria consider the relative importance of factors and the weight applied to these in reaching a judgement.
- You must be specific in your language when explaining how you have weighed up the relative importance of factors (e.g. underpinning cause, trigger, fatal combination etc). For example:

**'I chose this pair of trousers. It was the best.'**

= Level 2 - A judgement given, with justification asserted.

**'I chose this pair of trousers because it suited me best.'**

= Level 3 - A judgement with some justification, but without the evidence of valid criteria being applied.

**'I chose this pair of trousers because, although others were a better fit or better price [+ comparative details], this pair was the best combination of a good fit round the waist and the right length at a price of which I could afford.'**

= Level 4 and 5 - Exemplifies the use of criteria for overall judgement and with justification.

- The selection of the criteria used will be dependent upon the nature of the question being asked. For example, a 'main consequence' factor question would probably require criteria that weigh up the relative importance of effects, and a 'significance' question would need a discussion of criteria related to impact.

### 4. EVIDENCE NEEDS TO BE DETAILED, SPECIFIC AND COVER THE FULL RANGE OF THE QUESTION.

If you asked about 1865-90, for example, you should aim to include examples from across the period, rather than just 1865-75.

### 5. EXPLAIN THE IMPACT AND RESULTS OF YOUR EXAMPLES – HOW AND WHY?

It is not enough to say 'therefore this led to problems for race relations, if you don't say HOW AND WHY - from whom, for whom, when, how, why, in what form, what was being challenged precisely? A good way to do this is to think about the sequence of events that followed as a result – *This led to..... As a result....*

6. REFER BACK TO YOUR JUDGEMENT AND THE QUESTION AND LINK BETWEEN YOUR FACTORS (PEEL). This is a must for Level 3 (D-C grade). E.g. *However, the factor of....would not have caused a threat had it not been for ..... Without the factor of.... If .....Had it not been for....*

### 7. STRUCTURE YOUR ANSWER ACCORDING TO THE QUESTION TYPE – see below!!

- Cause, Consequence or significance = compare the importance of 4 factors and give a most important that links the other 3 / by weighing up.
- Change and continuity OR similarity and difference = compare *within* 4 factors (=8 mini PEELS) to support your balanced judgement

## What are 'Valid Criteria'?

On the mark schemes for all the new Edexcel A-Level papers, there is a requirement to **establish and use criteria** in your judgements. This just means showing the examiner how you can **measure the extent** of something.



But this is not hard to do - it simply means *being clear about the reasons* for the judgements you make! Here are some thoughts for how you can do this .....

### Change/Continuity, Significance, and Similarity/Difference criteria (to judge the extent)

- \* Amount of people affected – consider social class, geographical spread, age and gender
- \* Length of change or impact – short or long term?
- \* Deep difference or lots of progress compared to previous situation – eg: in attitudes or policies
- \* Speed or pace – happened quickly or slowly over time?
- \* Effectiveness – accepted or resisted?
- \* Level of threat to the status quo

### Consequence criteria (to judge the most significant consequence)

- \* Speed or pace – effects happened quickly or slowly over time?
- \* Effectiveness – accepted or resisted? Achieved aims?
- \* Coherence/consistency – stayed the same or adapted?
- \* Lead to or connected to other effects



### Causation criteria (to judge the most significant cause)

- \* Connections to other causes
- \* Presence in a range of factors
- \* Level of threat to the status quo
- \* Trigger – present for a short time, but without it the event or change may not have happened when it did
- \* Underlying – present for a long time and created the conditions for an event or change to happen

The criteria you use will *depend on the conceptual focus* of the questions and the topic focus

Don't overdo it – keep to *around 3 criteria* for any one question

For some questions, you *could structure your answer* around the criteria

In reaching a judgement, you should also evaluate the **relative significance** of criteria – for example in judging the extent of change you might conclude that something which affects all social classes is more significant than something that lasts a long time (or vice versa)



**Planning grids should be completed for *every* essay**

Change and continuity Change and continuity

<p>Decode the question: write down the q, underlining the following:</p> <ul style="list-style-type: none"> <li>• <b>Topic focus</b> (the topic of the question)</li> <li>• <b>Conceptual focus</b> (the 2<sup>nd</sup> order historical concept of the question)</li> <li>• <b>Chronological focus</b> (the time period of the question)</li> <li>• <b>Adjectival/adverbial qualifier</b>: these are specific words in the question and they expect you to respond to and challenge. I.e. If they use the word 'transformed' or ask about '<b>fundamental features</b>' of an era (rather than 'features'), address the precise meaning of this word in your introduction, challenge it based on what you know and come up with a better word instead that fits your judgement.</li> </ul>			
Intro (this should be the hardest part of the essay)	1. Address the question, including any specific language used.	2. State the 3-4 <b>factors</b> you will address	3. State and explain your judgement of most important precisely and explicitly in 1-2 sentences. Use <u>valid criteria</u> to show relative importance of factors.
<p><b>Body of the essay – 8 peels</b></p> <ul style="list-style-type: none"> <li>• <b>Evidence needs to be detailed, specific and cover the full range of the question.</b></li> <li>• <b>Explain the impact and results of your examples – how and why?</b> It is not enough to say 'therefore this led to problems for Henry, if you don't say how and why - from whom, for whom, when, how, why, in what form, what was being challenged precisely? A good way to do this is to think about the sequence of events that followed as a result – <i>this led to..... As a result....</i></li> <li>• <b>Link back</b> to your judgement and the question and <b>link</b> between your factors (peel). This is a must for level 3 (d-c grade). E.g. <i>However, the factor of....would not have caused a threat had it not been for .. Without the factor of.... If ....had it not been for....</i></li> </ul>			
Factor 1	Change / For / Positive / Similarity PEEL	Continuity / Against / Negative / Difference PEEL	Vocabulary to show extent of change / difference / positive / agreement
Factor 2	Change / For / Positive / Similarity PEEL	Continuity / Against / Negative / Difference PEEL	Vocabulary to show extent of change / difference / positive / agreement
Factor 3	Change / For / Positive / Similarity PEEL	Continuity / Against / Negative / Difference PEEL	Vocabulary to show extent of change / difference / positive / agreement
Factor 4 (if time)	Change / For / Positive / Similarity PEEL	Continuity / Against / Negative / Difference PEEL	Vocabulary to show extent of change / difference / positive / agreement
Conclusion	<p>1. State and explain your judgement of most important precisely and explicitly in 1-2 sentences.</p> <p>2. Use valid criteria = how have you made your decision? Use valid criteria to show the relative importance of factors. E.g. pace of change, range of change in affecting the population, degree of impact etc.</p> <p>3. Show links between as many factors as you can.</p> <p>4. Use the language of extent.</p>		

## Paper 3, Option 35.1: Britain: losing and gaining an empire, 1763–1914

### Factor Qs: Causation

Decode the question: write down the q, underlining the following: <ul style="list-style-type: none"> <li>• <b>Topic focus</b> (the topic of the question)</li> <li>• <b>Conceptual focus</b> (the 2<sup>nd</sup> order historical concept of the question)</li> <li>• <b>Chronological focus</b> (the time period of the question)</li> <li>• <b>Adjectival/adverbial qualifier</b>: these are specific words in the question and they expect you to respond to and challenge. I.e. If they use the word 'transformed' or ask about '<b>fundamental features</b>' of an era (rather than 'features'), address the precise meaning of this word in your introduction, challenge it based on what you know and come up with a better word instead that fits your judgement.</li> </ul>			
Intro (this should be the hardest part of the essay)	1. Address the question, including any specific language used.	2. State the 3-4 <b>factors</b> you will address	3. State and explain your judgement of most important precisely and explicitly in 1-2 sentences. Use <u>valid criteria</u> to show relative importance of factors.
<b>Body of the essay – 4 peels</b> <ul style="list-style-type: none"> <li>• Evidence needs to be detailed, specific and cover the <u>full range</u> of the question.</li> <li>• Explain the impact and results of your examples – <b>how and why?</b> It is not enough to say 'therefore this led to problems for Henry, if you don't say how and why - from whom, for whom, when, how, why, in what form, what was being challenged precisely? A good way to do this is to think about the sequence of events that followed as a result – <i>this led to.... As a result....</i></li> <li>• <u>Link back</u> to your judgement and the question and <u>link</u> between your factors (peel). This is a must for level 3 (d-c grade). E.g. <i>However, the factor of...would not have caused a threat had it not been for .. Without the factor of.... If ....had it not been for....</i></li> </ul>			
Factor 1	PEEL		Relative importance (use VALID CRITERIA vocab)
Factor 2	PEEL		Relative importance (use VALID CRITERIA vocab)
Factor 3	PEEL		Relative importance (use VALID CRITERIA vocab)
Factor 4 (if time)	PEEL		Relative importance (use VALID CRITERIA vocab)
Conclusion	1. State and explain your judgement of most important precisely and explicitly in 1-2 sentences. 2. Use valid criteria = how have you made your decision? Use valid criteria to show the relative importance of factors. E.g. degree of impact, range of impact across population, tangible change, a product of another cause, exacerbates etc. 3. Show links between as many factors as you can. 4. Use the language of extent.		

## What does a Section B level 5 response look like?

To what extent were the rebellions in Upper and Lower Canada in the years 1837–38 motivated by common causes? (June 2017)

government officials, highlighting its overall effect in creating rebellion, by stirring discontent further.

It can also be said that the rebellions in both Canadas were due to common causes given the lack of political representation which meant they had no power to change their governance. As they had identical political systems, both Canadas had highly ineffectual legislative assemblies, and faced dominance from the Family Compact and the Chateau Clique respectively. This subjugation and lack of political representation proved to the colonists an equal measure that rebellion was the only option, as the legislative assemblies were replaced by the legislative councils, who in turn were responsible to London. This further led to discontent and culminated in Lord Durham's call for responsible self-government. This shows that the political system in both Canadas was fundamentally broken, with the views of the Canadians being disregarded. ~~However~~ <sup>Therefore</sup>, the idea of the common causes ~~given the context~~ <sup>given the context</sup> is less credible given the refusal of Lower Canada to pay their Civil List. Although both showed great grievance at the political structure, arguably Lower Canada had more anger towards it than Upper Canada, who, for example, did not petition for their governor to leave in response to it, arguing against the idea of the rebellion being due to common causes.

However, the rebellions in Upper and Lower Canada can be

Chosen question number: Question 3 ☒ Question 4 ☒  
Question 5 ☒ Question 6 ☒

The rebellions seen in both Upper and Lower Canada in the years 1837–38 can be argued to be motivated by common causes to a fairly large extent, notably given the common radical voices which emerged within each colony.

The effect of immigration is notable as a cause for the rebellions in both Upper and Lower Canada, with many attributing this with their disaffections. This shows that the many Irish immigrants acted almost as a platform to increase anger and vexation at social, political and economic issues. In Upper Canada, the Ops Township Scheme can be argued to be a cause of the rebellion as the Irish were readily dislodged and were removed from their privileges. Furthermore, they are often attributed to the 1832 outbreak of Cholera which affected both Canadas. This created a feeling of hopelessness and generated a resentment to target frustrations, which soon manifested in rebellion. In Lower Canada the agricultural slump is also ~~also~~ claimed to be due to immigration, further leading to anger at the expense of immigrants. This is especially notable given Wavefield's view in the lead up to the 1834 Durham Report that free land grants should cease, favouring selective colonisation. This suggests that creating a dangerous social mix in both colonies was highly contentious, and was even noted by reading

was made more significant, viewing rebellion as the only way to end the dominance in the executive and legislative councils of the Family Compact. Furthermore, the election of 1836 created more nationalistic discontent as it extended the session and forbade the legislative assembly workers to walk on the legislative council. These factors created the feeling of total loss, and suggest rebellion was their only hope of freedom. In addition to this, in Lower Canada, the 10 Russell Resolutions showed Lapineau that no gains could be made politically, so the only possible option was rebellion. This is especially worth considering given the possible wish to unite the colonies in the 1820s. Although swiftly dropped, it proved to the colonists that their French identities were being challenged. Significantly, the Durham Report called for the merger of the Canadas, proving these fears correct. This meant that at the time, the only way the Canadians felt they could protect their nationalism was through rebellion.

In conclusion, it can be argued to a large extent that the rebellions in both Upper and Lower Canada were ~~expressed~~ as a result of common causes. Despite the fact that it can be argued that the Lower Canadians were more vehemently opposed politically whereas the Upper Canadians had religious struggles, overall they share many common causes. The immigration and choice epidemics, loss of political power and the dominant nationalism prevalent in both Canadas suggest that the statement of common ~~share~~ causes is accurate, as both Canadas were subjected to

Said not to be due to common causes given the nature of the grievances facing them. In Upper Canada it is arguable that the rebellion was due to the dominance of the Church, where 17 of the 100 was clergy reserves. This forced adherence to the Anglican Church can be argued to be vitally important, given the presence of Baptists and Catholics in the area meaning the religious pressure and dominance was oppressive. However for Lower Canada, who due to the 1774 Quebec Act had religious freedoms, it can be argued that the lack of the Gosford inquiry was more of a cause for rebellion, as it signalled Lapineau's 92 resolutions to be rejected. This can be argued to have been viewed as oppressive towards the population, as although they had the freedom of religion, they were unable to control their politics, leading to major concerns for the reformers, unlike in Upper Canada, where less of a backlash was made towards political subordination, but instead the religious oppression. This suggests that the statement that the rebellions in the Canadas were due to common causes, may only be true to a certain extent.

However, it can be argued that the most crucial reason for rebellion, nationalism, was shared in both Upper and Lower Canada, suggesting that rebellion was due to common causes. The exit of Robert Baldwin for the more radical William Lyon Mackenzie is vitally important, as it showed a shift from political unhappiness to rebellion. It can also be suggested that as a victim of genuine violence from the Family Compact, nationalism

To what extent were the rebellions in Upper and Lower Canada in the years 1837–38 motivated by common causes? [20]

It can be argued that there is commonality between the causes of the 1837–38 Upper and Lower Canada rebellions. Both provinces objected to the broken political system that garnered no representation, and resented the governors who prioritised London over the people. Both also had leaders who became radicalised by American revolution ideas. However, Upper and Lower Canada were not identical because Lower Canada had severe failings due to Britain not respecting the French-Canadian identity—this was exacerbated by greater socio-economic problems compared to Upper Canada and fuelled higher discontent. Despite this, Upper and Lower Canada's causes for rebellion were similar due to the same issue of an unrepresentative political system that triggered outrage.

Firstly, <sup>the</sup> causes of rebellion in Upper and Lower Canada were similar because in both areas the political system favoured the elite minority in the Executive Council without allowing input from the elected assembly.

Oligarchical groups like the Family Compact and Chateau Clique blocked any laws that didn't benefit them; the

Family Compact prioritised land ownership to the minority Anglican Church in the 1820s and the Chateau Clique attacked the Patriote Party who threatened hegemony. This caused joint frustration led to Baldwin's calls for responsible self-government in Upper Canada and Lower Canada's radicalisation as they didn't feel listened to in the unbalanced system that plagued both areas. Furthermore, any reform was quashed by

Britain's inability to find adequate solutions. For example, the Canada Committee attempted to cater for both provinces with the 1831 Howick's Act, but this only aggravated people as taxation wasn't the true issue.

Representation wasn't acknowledged, causing both parties to feel ignored. However, causes of rebellion differ because Lower Canada felt especially persecuted with their cultural identity being threatened. As the French language wasn't the language of government, Lower Canada were more politically polarised compared to Upper Canada as they had less influence—the rejection of the Civil List implies heightened frustration with Britain. Overall, Upper and Lower Canada had similar causes for rebellion because the political system was identically unmanageable and unrepresentative, despite greater grievances affecting Lower Canada.

Secondly, the specific actions of governors caused common reasons for rebellion as both Upper and Lower Canada encountered resistance from governors who prioritised London over the people. Governor Head incited indignation from both areas with the 1836 election by aiming to conserve the corrupt Family Compact and banning any meaningful reform. In Upper Canada Head viciously campaigned against the Reformer Party and passed laws preventing members of the legislative assembly from being an Executive Council member.

This caused mass uproar as Reformers couldn't influence government, manifesting a need for rebellion as there was no diplomatic option left. Similarly, in Lower Canada Head caused outrage in January 1836 by reading Gosford's inquiry to Upper Canada which revealed no plan for constitutional reform. Both areas were adversely affected by Head's inconsiderate leadership which actively worsened relations between Britain and Canada. However, the rebellion causes differ as Lower Canada felt extremely antagonised by Governor Gosford compared to Upper Canada who didn't have the extra barrier of attacked French-Canadian identity.

Gosford rejected the Patriotes' 92 Resolutions and installed military control in the province, whereas Upper Canada had looser restrictions. Upper and Lower Canada's reasons were largely similar due to unyielding nature of the governors preventing change.

Finally, the Upper and Lower Canada rebellions were both ignited by radicalised leaders who were stirred up resistance in response to poor conditions and a dysfunctional political system. Upper Canada championed the politician Mackenzie who felt oppressed due to harassment of his newspaper by the Family Compact. In response to apathy from Britain in managing unrest, Mackenzie wrote a Declaration of Independence in December 1837 mimicking the Enlightenment propaganda of America, ready for an independent Canadian Republic involving elected councils. In parallel, Lower Canada rallied Papineau as leader of the Patriotes, whose hard-line stance and actions were similar to Mackenzie. For example, the 1834 92 Resolutions closely resembled the Upper Canada Resolution in demanding change and responsible self-government. This suggests that both colonies had similar breaking points, with rebel leaders that capitalised on the fraught situation. However, the causes diverge with the moderate view of Baldwin in Upper Canada spawning less support for rebellion. Papineau on the other hand had cultural injustice fuelling the more united revolt. The Patriotes were

led to boycott trade and refuse to pay officials. Support wasn't driven by the oppression of French-Canadian identity in Upper Canada and thus was more passive. Nevertheless, the Upper and Lower Canada rebellion causes were still largely common due to both having opposition parties with politicised leaders who spurred the bitterness of an unworkable governance.

In conclusion, the rebellions in Upper and Lower Canada had largely similar causes despite the variation of Lower Canada's extra grievance of a threatened French-Canadian identity. Overall, the key reason was the fragmented political system which was dominated by the ruling British elite of the Family Compact and Chateau Clique. Sharing this common cause resulted in uprising in both provinces. Lower Canada suffered greater victimisation, but that only accentuated the underlying reasons poisoning relations between the two Canadian colonies and Britain. Both Canada's eventually rebelled over Britain's poor management of the colonies and willingness to allow external forces benefit themselves over the people.

**"Lachlan Macquarie made a very positive contribution to the development of the State of New South Wales, 1809-23, how far do you agree?"**

Lachlan Macquarie was one of the first, and most well-known Australian colonial Governor, who served his role from 1809 to 1823. In this time Lachlan made a number of decisions that both had positive and negative impacts on the state as a whole, for both the settlers who arrived in Australian penal colony, as well as the impact on the Aboriginal people. Lachlan helped the colonies in a number of ways, such as creating valuable infrastructure and creating a form of currency for the colony to use temporarily. He also helped convicts redeem themselves back into a free citizen with free land grants. However Lachlan also had a very bad relationship with the Aboriginal people, and was responsible for the death of thousands of Aboriginal people. Therefore I believe that yes Lachlan did make a number of positive contributions, but also made very negative ones, and therefore I would argue that Macquarie did have a number of positive impacts on the state, but to say on the whole they were very positive is inaccurate due to his treatment of Aboriginal people.

On one hand it could be argued that Macquarie had a positive impact in transforming the penal settlement into a self-sustainable colony. Macquarie helped build housing for colonists as well as a bank, a functional port and a number of other buildings that further enhanced infrastructure of the State of New South Wales. He also built a townhouse, a hospital and the Windsor Court House. This would support the idea that Lachlan did have positive impact in regards to infrastructure, however this also came with some negative impacts. The Bigge report of 1822 examined the colony and was sent back to London, where it stated that Lachlan's free land grants to convicts as well as integration back into society was wrong and immoral. However this would suggest a negative impact on the state of New South Wales, as it was now appealing for them to come to Australia, driving up the convict population massively. This would therefore show that yes, Lachlan Macquarie did have some positive impacts on the state of New South Wales, but he also was responsible for negative impacts as well, such as a huge convict population free with land grants, thus showing that saying Lachlan Macquarie's impact on the State of NSW was very positive is simply not true.

Yet another factor to consider is the morality and order Macquarie restored from transforming the State from a simple penal colony, to a self-sustainable one. Lachlan helped

restore order within his colonies by allowing prisoners a way to freedom, whilst reminding them it can easily be taken away again. This helped create a form of law and for the free settlers and convicts, following the recent Rum Rebellion of 1808. This would suggest that Lachlan had a positive impact in regards to restoring a form of law and order. However this did not apply to the estimated 750,000-1,000,000 Aboriginal people who also called the colonial settlement their home. By allowing prisoner's freedom, as well as access to weapons led to conflict between emancipists, free settlers and Aboriginal people. This would suggest that although Macquarie may have had a positive impact in regards to law and order for settlers, this did not apply to Aboriginal people who suffered due to his decisions.

The third influential factor to consider in regards to the question is the matter of economy. Before Macquarie was assigned Governor of NSW, the colony did not have any form of its own currency. This would be an issue for the colony as it did not have a financial system, in which it could be used for such things as trade and paying settler wages. However Macquarie saw around this by creating his own currency, where he would make a hole in a normal Spanish dollar to make it his own. This served as a temporary form of currency and helped contribute to creating some sort of financial system, which would suggest that in regards to economy, Macquarie had a positive effect on the economy through creating a form of currency. However it could be argued that in fact this was not that positive, as the currency could never be permanent, and was simply delaying the colony from finding a fixed form of currency. There was also the fact that his "Australian dollar" was made from a currency that already existed, and this would not have worth outside of the colony in regards to trade. This would therefore show that although Lachlan made headway for the colonies economy, its impact may have not been positive, as it led to more complications down the line.

However I would argue that both side hold validity in stating that Lachlan's impact on the state of NSW was both positive and negative. He helped create much needed infrastructure such as ports and townhouses, as well as Law and social morale, which would suggest that in this regard his impact was positive. However there are also negative impacts that came with Macquarie's Governorship. Examples of this could be his treatment and attitudes to Aboriginal people as well as allowing conflict to take place between Aboriginals and Emancipists. Therefore I would argue that in some ways Macquarie did have a positive impact on the State of NSW, but to say Macquarie's impact was very positive is simply false as it suggests his Governorship came with no consequence, which the treatment of Aboriginal people shows it did.

## What does a Section C level 5 response look like?

How far do you agree that the acquisition of Zanzibar and Weihaiwei had the most significant impact in changing the pattern of trade in the years 1763–1914? (20)

There were many turning points in the pattern of trade for the British Empire between 1763–1914. Many historians have argued that the most significant turning points include the acquisition of Zanzibar and Weihaiwei, the adoption of free trade, including the repeal of protectionist policies, and the acquisition of entrepôts in the far East. Overall, I agree that the acquisition of Zanzibar and Weihaiwei had the most significant impact on changing the pattern of trade because, although the adoption of free trade prioritised commercial prosperity which resulted in the acquisition of far Eastern entrepôts dramatically increasing Eastern trade, these acquisitions marked the most dramatic change of priorities in trade from commercial gain to geopolitics as a result of growing threats from other countries. *clear criteria*

Some historians argue that the acquisition of Zanzibar and Weihaiwei had the most significant impact on changing the pattern of trade. The British were already involved in Zanzibar from 1815 due to how the location would protect the British trade route around the Cape and India. However, during the 1880's the Germans threatened the British by establishing the East German Trading Company to expand their empire in East Africa, and in response to this the British encouraged William Mackinnon to set up the British East Africa Association to secure Zanzibar. This company then agreed the 1890 treaty with the Germans who gave up the rights to Zanzibar in exchange for a British island in the North Sea, even though Zanzibar cost £85,000 and only had an income of £35,000. This shows how Britain prioritised the geopolitical value of Zanzibar as it would protect their trade routes and limit their German rivals' foothold in East Africa at the expense of making profits. In addition, Russian expansion in central Asia also threatened Britain's strategic interests as they became the only power who threatened India by land. This meant the British had to be very cautious of the Russian expansion. So when the Russians took Port Arthur in 1895, the British demanded another port from China to oversee developments in Port Arthur, despite already having a commercial Chinese port in Hong Kong, resulting the lease of Weihaiwei in 1898 'for so long a period as Port Arthur shall remain in the occupation of Russia'. This shows that the British were only interested in Weihaiwei to protect British interests from Russia rather than using it for commercial gain as Weihaiwei was only leased while Russia controlled Port Arthur. Therefore, the acquisition of Zanzibar and Weihaiwei had the most significant impact on the changing pattern of trade because they marked turning points where Britain dramatically changed their priorities from commercial gain to geopolitics because Britain only took control of these areas due to the threat that expanding empires, such as Germany and Russia, imposed on Britain's strategic interests in Africa and Asia, even though they had little commercial benefits.

However, other historians may argue that the adoption of free trade and the repeal of protectionist policies had the most significant impact on changing the patterns of trade in the British Empire. Previously, Britain had adopted a mercantilist policy and used many protectionist laws which protected their trade, such as the Navigation Acts which imposed tariffs on goods in British colonies. But from 1776, Adam Smith argued in the *Wealth of Nations* that these tariffs actually limited the effectiveness of trade by constraining merchants, so the removal of these tariffs and adopting a free trade policy would benefit Britain rather than threaten its trade by introducing market competition, increasing demand for free trade across the empire, especially from middle class merchants who could dramatically increase their profits. So, when Robert Peel was elected Prime Minister in 1841 he looked to expand free trade throughout the empire by abolishing over 1200 tariffs between 1842–6, including sugar duties and the Corn Laws in the 1846 Importation Act. And the following

government under Lord Russell then dismantled all final protectionist policies, including the Navigation Acts in 1849, so free trade was now established across the empire. Therefore, the adoption of free trade had a significant impact on changing the pattern of trade because the dismantling of protectionist policies marked a shift from the priority of national security for improved commercial gain by encouraging competition in trade markets, increasing the potential overall profit of the empire at the expense of guaranteeing British economic prosperity. However this didn't have the most significant impact because protectionist policies were introduced as a way to dominate the markets and maximise British profits, but free trade was adopted once the British realised protectionist policies actually limited their trade, so to an extent Britain already had commercial priorities in their trade policy before free trade, so the extent of change was limited.

It could also be argued that the acquisition of far Eastern entrepôts had a significant impact on changing the pattern of trade from 1763–1914. Trade routes in China were heavily regulated by the Chinese government and European traders were restricted to a base at Canton, and trade from India to China had to go through Dutch Malaysia where ships were charged high tariffs. So Britain looked to establish an entrepot in Singapore to undermine Chinese trade regulations and avoid any tariffs from the Dutch. The establishment of these entrepôts led to a dramatic increase in trade, for example trade in Singapore increased by 2700% between 1819–24. Hong Kong was ceded to the British in the Treaty of Nanking in 1842, after the British won the first opium war, and Hong Kong was also a very successful entrepot, exemplified by the population of Hong Kong increasing from 15,000 to 300,000 during the years 1841–90. This treaty also forced the Chinese to open their ports at Amoy, Foochow, Ningpo, and Shanghai, where tariffs were standardised at a low 5% cost, which opened the way for British trade to expand across China without having to pay high tariffs. Therefore the acquisition of far east entrepôts had a significant impact on changing patterns of trade because the establishment and growth of these entrepôts significantly increased profits for the British Empire by opening up trade in the East, which had previously been heavily restricted. However, far East acquisitions did not have the most significant impact on the patterns of trade because, although they opened up greater trade in the East, the focus was still on increasing commercial gain after the adoption of free trade, so the priorities of trade didn't change, whereas the acquisitions of Zanzibar and Weihaiwei completely changed the priority from commercial gain to geopolitics.

Overall, I agree that the acquisition of Zanzibar and Weihaiwei had the most significant impact on changing the pattern of trade because, even though the adoption of free trade completely abandoned the mercantilist policy and far east acquisitions of entrepôts significantly increased trade with China, these acquisitions marked the most dramatic turning point in the priority of trade. This is because Zanzibar and Weihaiwei were only acquired for their geopolitical value, rather than any commercial value, to prevent the growing threat that other empires, such as Germany and Russia, imposed on Britain's strategic interests in Africa and Asia, whereas free trade was adopted and eastern entrepôts were acquired with the continued priority of increasing British commerce, which previous mercantilist policies also aimed for whilst protecting British dominance in markets. Therefore the acquisition of Zanzibar and Weihaiwei did have the most significant impact on changing the changing patterns of trade.

How far do you agree that the abolition of the slave trade in 1807 had the most significant impact in changing the pattern of trade in the years 1763–1914? [2019]

Chosen question number: Question 7 ☒ Question 8 ☒ Question 9 ☒ Question 10 ☒

slave most important  
 was  
 - Embarking of ports  
 at Hong Kong + Singapore  
 - Zanzibar + Welikwae  
 status

was attack on Algiers

The abolition of the slave trade in 1807 undoubtedly had a major impact on the changing patterns of trade between 1763–1914. The slave trade saw Britain's decline in the West Indies, whilst the slave trade became far less valuable to the British which had been heavily important in the 18th century losing profits from trade. However, it can be more convincingly argued that the growth of free trade and the establishment of ports in Hong Kong and Singapore were far more significant in the changing patterns of trade as it reorganised the way the British Empire thought about trade. Whilst the acquisition of ports in Welikwae and Zanzibar were also crucial in changing patterns of trade with the British more heavily focussed on ~~status~~ status rather than profits.

The ~~ban~~ The abolition of slavery undoubtedly changed British trade as Britain was heavily reliant on triangular trade in the late 18th century. But the majority of

Britain's income was coming from the slave trade 40% of Britain's income in 1798 came from the slave trade. Whilst slave vessels like Thomas Leyland's ship 'Lottery' would bring in significant sums of money, the cost to outfit his ship in 1799 was £2,300, whilst it would return to the port of Liverpool 5 months later with £9,300, trading 453 slaves at a profit of £23,000. This ship was one of many ships used by the British during the slave trade, clearly indicating how significant the slave trade was to the British economy. When the Slave Trade Act was passed in 1807, the British government lost significant funds as the government had lent heavily from the slave trade through taxes + tariffs which would fund the Royal Navy + European wars. Clearly the loss of the slave trade had a fundamental impact on the British pattern of trade as the British were heavily reliant on the slave trade to fund the British empire in the late 18th century. However, it is far clearer although the slave trade was significant in changing British trade that the ~~moreover the slave trade~~ introduction of free trade + establishment of ports in East Asia were more crucial in changing trade patterns as a ~~as~~ this led to a ~~or~~ more developed changing imperialist policy regarding trade.

The introduction of free trade and the establishment of the ports of Hong Kong and Singapore are far more

Crucial in changing British patterns of trade as a new imperialist policy was developed, where Commerce dominated the British empire. From 1776 Adam Smith argued staunchly in favour of free trade writing the 'Wealth of Nations'.

In 1778 where he argued that removing barriers to trade would increase overall wealth. ~~event~~ This persuaded the government in 1779 to implement free trade fully in Ireland, this had a dramatic impact on British trade, with a new policy emerging drastically changing the pattern of trade within the Empire. This is evidenced through the dramatic growth of the port of Singapore, with the value of trade increasing from £400,000 Spanish dollars in 1819 to 11 million Spanish dollars by 1824 as Singapore's status as an entrepot led to ludicrous levels of growth, the British empire was becoming motivated by finance causing a complete restructure of British territories worldwide, drastically changing the patterns of trade to that of Commerce. This is further exemplified through the population growth of Hong Kong from 15,000 in 1841 to 300,000 in 1901, as Hong Kong status as an entrepot (allowing ships of all nationalities to dock without incurring tariff) free trade clearly transformed the function of the empire to overwhelmingly in favour of Commerce clearly transforming the way the British empire traded goods. Whilst the abolition of the Slave trade did ~~change~~ <sup>shift</sup> ~~the~~ <sup>some</sup> patterns of trade, through the prohibition of ↑ trade with other countries, this was insubordinate in comparison to the impact the

introduction of free trade had on British trade, as free trade opened the British empire to obscene amounts of wealth and prosperity.

Finally it could be argued that the acquisition of Zanzibar ~~and~~ <sup>end</sup> the lease of Weihwei ~~stronger~~ had the greatest impact on British patterns of trade as attention was shifted to <sup>overseas</sup> ~~politics~~ rather than the politics. The Imperialist policy in East Africa changed ~~drastically~~ with the Germans establishing the East Germany Trading Company in 1884. This prompted the British to launch the British East African Trading Company in response. The company did not make any money expenditure in 1892 was £95,000 whilst income was £35,000, however it established a foothold of British interest in East Africa. The patterns of trade had once again changed with status and control seen as the most powerful commodity. This emphasised through the lease of Weihwei in 1898, which had no economic benefits as was ~~not~~ completely political to ensure the British could oversee events in Port Arthur which the Russians had leased. The growing importance of status was clearly important in changing patterns of trade, however the Slave trade had a more dramatic impact as it caused a restructure of British Commerce although it is clear that the emergence of free trade had such unimaginable consequences that it was most significant in changes to trade.

To conclude, it is clear that whilst the abolition of slavery was clearly important to changing patterns of trade as the British had been heavily reliant of slavery in the 18<sup>th</sup> century. It is much clearer that the introduction of free trade had the most significant impact on changing patterns of trade as it fundamentally altered British imperialist policy to that of commerce. Whilst the impact of the changes from commerce to status were important in changing patterns of trade they were far more subtle than the abolition of the slave trade and not as drastic a deviation from the adoption of free trade.

A sustained analysis of the relationship between key features with effective coverage of the timeframe. The stated factor is addressed and a range of other points identified and illustrated and explained clearly with specific evidence. The answer is clearly expressed and well organised with a logical and coherent argument, and was awarded Level 5.

## What will these questions look like? (question banks)

**\*remember that if the question has come from a past paper or from an Edexcel sample assessment, there will also be a question-specific mark scheme with indicative content to help you plan / mark your own answer! Questions in 2019 papers onwards are not accessible to students so will not appear here.**

### See the exam past paper grid below as well as these textbook questions

1. Assess the value of the source for revealing the extent and nature of opposition to the British in Boston in 1772. Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context. **(Pearson textbook p.70, source 3)**
2. Assess the value of the source for revealing American hopes and fears regarding the likely outcome of the war and future peace settlement. Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context. **(Pearson textbook p.82, source 9)**
3. Assess the value of the source for revealing the reasons for the choice of Botany Bay as Britain's first settlement in Australia and the hopes the government had for the colony. Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context. **(Pearson textbook p.88, source 1; MODEL ANSWERS on pages 176-179)**
4. Assess the value of the source for revealing British attitudes towards the Aboriginal population of Australia and the impact of the settlement. Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context. **(Pearson textbook p.100, source 8)**
5. Assess the value of the source for revealing the attitude of the Reformers in Upper Canada to the connection with Britain in the late 1830s and the proposals for reforms in the system of government. Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context. **(Pearson textbook p.113, source 1)**
6. Assess the value of the source for revealing the attitude of Lord Durham to the British government's approaches to the government of Canada from 1791 and to the changes in governance he proposed for the remaining North American colonies. Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context. **(Pearson textbook p.131, source 12)**
7. Assess the value of the source for revealing the attitude of Lord Bentinck towards Indian customs and to his understanding of the nature and purpose of British rule in India. Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context. **(Pearson textbook p.143, source 4)**
8. Assess the value of the source for revealing the attitude of the British parliament towards religious policy and landownership by native princes in India in the wake of the Indian Rebellion. Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context. **(Pearson textbook p.152, source 11)**
9. Assess the value of the source for revealing the reasons for the decision of Gladstone's government to occupy Egypt in 1882, and the opposition to this occupation. Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context. **(Pearson textbook p.158, source 2)**
10. Assess the value of the source for revealing the attitudes of the British public and Kitchener's army to the Battle of Omdurman in 1898. Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context. **(Pearson textbook p.171, source 9)**

**Paper 3, Option 35.1: Britain: losing and gaining an empire, 1763–1914**

**Example Essay Revision Planning Grid for Section A Source-based Questions:**

Source Q1								
Exam Paper	Question	Overall message	Enquiry 1			Enquiry 2		Judgement
			Enquiry 1 Accuracy	Enquiry 1 Comprehensiveness	Objectivity (1 or 2)	Enquiry 2 Accuracy	Enquiry 2 Comprehensiveness	
SAMs 1	Assess the value of the source for revealing the attitude of <b>Canadians</b> to the Empire in the late 1830s and the approaches to the governing of Canada adopted by the British government before this report							
SAMs 2	Assess the value of the source for revealing the attitude of Jefferson to Britain and the reasons for the <b>outbreak of the War of Independence in North America</b> .							
2017	Assess the value of the source for revealing the importance of <b>Egypt</b> to Britain in the late 19th century and the immediate reasons why intervention was thought to be appropriate in 1882.							
2018	Assess the value of the source for revealing the causes of the <b>Indian Rebellion of 1857</b> and the nature of the British response to it.							
2019	Assess the value of the source for revealing the reasons for establishing a settlement in <b>Western Australia</b> and the plans being made for doing so.							
2020	Assess the value of the source for revealing the strengths of the British forces and the weaknesses of the Dervish army at the <b>Battle of Omdurman in 1898</b> .							
2021	Assess the value of the source for revealing the tensions between the British Government and the <b>American colonists</b> and the attitude of <b>King George III</b> towards the situation.							
2022	Assess the value of the source for revealing the issues that concerned the Reform Movement in <b>Upper Canada</b> and the attitudes it took towards reform.							
2023	Assess the value of the source for revealing the problems that faced Governor <b>Macquarie</b> in New South Wales and his approach to dealing with these problems.							

**Section B (Depth essay) – Q3/4**

1. To what extent were the rebellions in Upper and Lower Canada in the years 1837–38 motivated by common causes? **(June 2017)**
2. 'Lord Dalhousie made a positive contribution to the government of India during his term as Governor General in the years 1848–56.' How far do you agree with this statement? **(June 2017)**
3. How far do you agree that the lack of effective British military leadership, in the years 1776–83, was the primary cause of the loss of the American colonies? **(June 2018)**
4. 'Lachlan Macquarie made a very positive contribution to the development of the state of New South Wales in the years 1809–21.' How far do you agree with this statement? **(June 2018)**
5. How far do you agree that the British settlement of Australia in the years 1788–1829 was a disaster for Aboriginal population? **(SAMs 35.1)**
6. How far does Britain's ruthless response account for the defeat of the 'Indian Mutiny' in 1857–58? **(SAMs 35.1)**
7. How accurate is it to say that it was French intervention in the War of American Independence that determined the British defeat by 1783? **(SAMs)**
8. To what extent was it Britain's fears of European rivals that led it to occupy the Nile Valley in the years 1882–98? **(SAMs)**
9. How far do you agree that the cause of the American Revolution was the introduction of the Tea Act in 1773? **(Pearson textbook p.73)**
10. How far do you agree that the primary cause of the American War of Independence was the ideological difference between the American and British points of view over taxation? **(Pearson textbook p.79)**
11. How accurate is it to say that policy towards the Aboriginal people in Australia was determined by the settlers of New South Wales and Van Diemen's Land? **(Pearson textbook p.103)**
12. 'By 1829, British settlement in Australia had effectively been transformed from an outdoor prison into an imperial colony'. How far do you agree with this comment on the Australian colonies in the late 1820s? **(Pearson textbook p.107)**
13. How far do you agree that Britain's decision to allow the continuation of French land tenure was the most important cause of the revolt in Lower Canada in 1837? **(Pearson textbook p.115)**
14. 'A genuine innovator in the changing relationship between Britain and its colonies'. How far do you agree with this assessment of Lord Durham? **(Pearson textbook p.129)**
15. 'The power of the Company army was the most significant cause of the increasing British presence in India in the early 19<sup>th</sup> Century'. How far do you agree with this statement? **(Pearson textbook p.139)**
16. How accurate is it to say that the Indian Rebellion occurred because of the attack on Indian religion and customs by the British in the years leading up to 1857? **(Pearson textbook p.148)**
17. How far can British strategic interests be regarded as the most significant cause of the occupation of Egypt in 1882? **(Pearson textbook p.159)**
18. 'Kitchener's veneration of Gordon is key in explaining his savagery towards the Mahdist forces in the Sudan'. How far do you agree with this opinion? **(Pearson textbook p.170)**
19. How far do you agree that the Indian Rebellion occurred because of the nature of Company rule up until 1857? **(MODEL ANSWERS in Pearson textbook p.180-183)**
20. 'A nationalist revolt'. How far do you agree with this description of the Indian Rebellion? **(old specification, ATH McDonough p.69)**
21. To what extent were religious and cultural issues responsible for the deteriorating relations which led to the outbreak of the Indian Rebellion of 1857? **(June 2019)**
22. 'It was the weaknesses of the Indian rebels that explains the defeat of the Indian Rebellion of 1857.' How far do you agree with this judgement? **(June 2019)**
23. 'Sir Evelyn Baring made a very positive contribution to the government of **Egypt** in the years 1883-98.' How far do you agree with this judgement? **(2020)**
24. 'The Durham Report successfully dealt with the key problems facing Canada in the years 1837–40.' How far do you agree with this judgement? **(2020)**

## Section B Q3/4 - Factor essay questions - Depth Studies

Exam Paper	Question	Indicative words to respond to in Q	Factor 1 (factor in the Q)	Factor 2	Factor 3	Factor 4 (if time / combine with others)	Links between factors (without/if)	Most important factor and why
SAMs 1	Q3) How accurate is it to say that it was French intervention in the War of <b>American</b> Independence that determined the British defeat by 1783?	Determined  Accurate	French intervention (support as a TP = stretched Br army = Saratoga)	Lack of effective military leadership (chase and destroy, poor leaders, away ground, pockets of loyalty, Saratoga, overstretched forces)	American strategy and tactics (e.g. Washington, leadership, guerrilla tactics, BF diplomacy, unity of patriots)	Unity of the Patriot cause / enlightenment ideas	Am strategy took adv of Br weakness but could not have been sustained w/o foreign intervention; latter also overstretched Br army	Accurate – Fr intv sustained Am tactics and overstretched Br forces so Am tactics could take adv of them
	Q4) To what extent was it Britain's fears of European rivals that led it to occupy the <b>Nile Valley</b> in the years 1882–98?	Led it  To what extent	Britain's fears of European rivals	The role and actions of individuals (e.g. Gordon, Gladstone)	Financial interests	Public pressure	Rivals threatened financial interests, which intensified public pressure = individuals decisions	To some extent but primary cause of fears was the threat it posed to financial interests
SAMs 2	Q4) How far does Britain's ruthless response account for the defeat of the ' <b>Indian Mutiny</b> ' in 1857–58?	Account  How far	Britain's ruthlessness - technology / tactics - CANNONS!	Weaknesses of the rebels – lack of cohesion and leadership	Geography – limited to Ganges Valley and Northern plain; 66% took no part	Sepoy loyalty e.g. Sikhs; only 25% of all 3 armies mutinied	Lack of cohesion resulted from sparse spread of rebellion, mainly cities, which made loyalty from others more likely	Ruthlessness certainly prevented re-emergence of mutiny or nationwide spread South, but doesn't account; weaknesses of rebels meant sieges could not have been sustained long-term.
2018	Q3) How far do you agree that the lack of effective British military leadership, in the years 1776–83, was the primary cause of the loss of the <b>American colonies</b> ?	Primary cause  How far	Lack of effective military leadership (chase and destroy, poor leaders, away ground, pockets of loyalty, Saratoga, overstretched forces)	American strategy and tactics (e.g. Washington, leadership, guerrilla tactics, BF diplomacy, unity of patriots)	Foreign support (French and Spanish support as a TP = stretched Br army = Saratoga)	Unity of the Patriot cause / enlightenment ideas	Am strategy took adv of Br weakness but could not have been sustained w/o foreign intervention; latter also overstretched Br army	Not primary; lack of leadership would not have cost the war w/o Am taking adv of it, sustained by foreign support
2019	Q3) To what extent were religious and cultural issues responsible for the deteriorating relations which led to the outbreak of the <b>Indian Rebellion</b> of 1857?	Responsible  To what extent	Religious and cultural issues	Treatment of the sepoys in the Company armies	Territorial expansion	Socio-economic issues (taxes)	Rel + cult issues fuelled offensiveness of all other factors and decisions	Rel and cult issues I-t factor; convinced Sepoys of Christianisation and underpinned decisions to impose / expand
2020	Q4) 'It was the weaknesses of the Indian rebels that explains the defeat of the <b>Indian Rebellion of 1857</b> .' How far do you agree with this judgement?	Explains  How far	Weaknesses of the rebels – lack of cohesion and leadership	Geography – limited to Ganges Valley and Northern plain; 66% took no part	British technology / ruthless tactics- CANNONS!	Sepoy loyalty e.g. Sikhs; only 25% of all 3 armies rebelled	Lack of cohesion resulted from sparse spread of rebellion, mainly cities, which made loyalty from others more likely. British tech and tactics merely secured re-emergence of rebellion	Agree to a large extent. Weaknesses of rebels meant rebellion & sieges could not have been sustained long-term without nationwide involvement across India and all three EIC armies.
2021	Q4)' <b>General Gordon</b> was primarily responsible for the failure of the British mission to Khartoum in the years 1884–85.' How far do you agree with this judgement?							
2022	Q3) How far do you agree that the military failings of <b>Burgoyne</b> in 1777 were the principal cause of the British defeat in the war against the American colonists?							
	Q4)'The crossing of the Blue Mountains in 1813 was the most significant development in the spreading impact of British rule in Australia in the years 1788–1829.' How far do you agree with this statement?							
2023	Q3)How far do you agree that economic factors were the primary cause of the outbreak of the <b>American War of Independence</b> ?							

## Section B Q3/4 - Comparative essay questions - Depth Studies

Exam Paper	Question	Indicative words to respond to in Q	Comparison point 1 <i>In terms of...</i>	Comparison point 2 <i>In terms of...</i>	Comparison point 3 <i>In terms of...</i>	Comparison point 4 (if time)	Extent of change / continuity / similarity / difference / positive / negative	Overall judgement (consistent in all comparison points)
SAMs 2	Q3) How far do you agree that the British settlement of <b>Australia</b> in the years 1788–1829 was a disaster for the <b>Aborigine</b> population?	Disaster  How far	Population figures – <u>disaster</u> (diseases, 50%, venereal diseases) vs <u>consideration</u> that indig pop thinly spread originally	Way of life / use of land and habitat – <u>disaster</u> (sheep, kangaroo, cultural clash) vs. <u>one</u> +ve e.g. of 1815 model farm	Relations with settlers – <u>disaster</u> (atrocities, VDL convicts given arms, 1876) vs Gov Philip showed <u>some</u> level of respect?	N/A	‘Disaster’ is wholly inaccurate; ‘genocide’ is the most accurate term; rare +ves do not redeem / mitigate	If by pop figures, it was a genocide; rare +ves not applicable to majority
2017	Q3) To what extent were the rebellions in Upper and Lower <b>Canada</b> in the years 1837–38 motivated by common causes?	Common  To what extent	Political similarity vs difference – both failure to reform political system in line with the social & religious majorities (oligarchies; exclusion of majorities). <u>But</u> LC motivated by distinct, more widespread Fr-C identity, so more severe	Governing individuals and decisions similarity vs difference – Both by actions of the Lieutenant Governors and Commissioners (e.g. Gosford). <u>But</u> LC motivated by distinct Fr-C identity	Radical leadership similarity vs difference – Both emergence of radical leaders / movements. <u>But</u> LC ‘patriotes’ had more distinctive national identity therefore posed far greater threat	similarity vs difference - Emigration / socio-economic issues	Socio-economic and political causes were similar because they were all rooted in the underlying and repeated failure of the Br to reform the political representation, <u>but</u> more severe and intense in LC because of distinctive national identity (French-Canadian), which gave further long-term justification for the reforms they demanded; also had higher expectations after 1828 Canada Commission	
	Q4) ‘ <b>Lord Dalhousie</b> made a positive contribution to the government of India during his term as Governor General in the years 1848–56.’ How far do you agree with this statement?	Positive Contribution	Land ownership (DoI, paramountcy, Awadh) - Increased wealth for British <u>but</u> destabilised local politics and relations, so caused irrevocable damage = rebellion	‘Modernisation’ – development of canals, railroads, telegraph, Penny Post <u>but</u> saw princes as ‘conservative’; prejudice caused irrevocable damage to alliances	Company armies – used Bengali army to conquer Punjab – helped balance losses of FAW 1842 <u>but</u> created I-t sepyo resentment + GSE Act 1856 = rebellion	Cultural & religious (if not already covered in previous 3 comparisons)	Made many changes that <u>he</u> thought would ‘improve’ British India in line with British values and commerce but each action caused irrevocable long term damage to political, social, cultural, religious, military relations (because of his fundamental prejudices and misconceptions); made rebellion highly likely if not inevitable once created resentment amongst sepyos	
2018	Q4) ‘ <b>Lachlan Macquarie</b> made a very positive contribution to the development of the state of New South Wales in the years 1809–21.’ How far do you agree with this statement?	Positive contribution  Development	Creating a settlement (from a penal colony) – <u>positive</u> (infrastructure, transformed role of colony) vs <u>negative</u> (no longer a deterrent for UK prisoners; Bigge report)	Morality and order – <u>positive</u> (restored order from NSC after Rum Years) vs <u>negative</u> (Inc tension and at expense of indigenous population)	Convict reform – <u>positive</u> (ToL and Land Grants) vs <u>negative</u> (exclusives – further alienated; seen as autocratic = social tension)	N/A	Positive only for the minority of settlers and for long-term sustainability of colony as settlement (transformed)	Agree that transformed role from a penal colony but not positive contribution as = irrevocable social tension and divisions
2019	Q4) ‘Sir Evelyn Baring made a very positive contribution to the government of <b>Egypt</b> in the years 1883–98.’ How far do you agree with this judgement?	Positive Contribution	Finance – Put economy on firmer footing; solvency by 1887. <u>But</u> = prioritised budget on debt repayment and military to prevent rebellion = inequality = fellahin resentment	Agriculture – reforms helped to increase fertility, output and revenue. <u>But</u> budgetary constraints and failure to reform land tax system = inequality = fellahin resentment	Education – extended education; basic for fellahin <u>but</u> deliberately prevented further mobility because believed too much progress too quickly would destabilise	N/A	Long-term success of all reforms undermined by his failure (or refusal) to comprehend the strength of Egyptian nationalism / local context; all reforms increased inequality and resentment amongst fellahin. British imperial mindset and prejudice = oblivious = left nationalism and resentment stronger.	
2020	Q3) ‘The <b>Durham Report</b> successfully dealt with the key problems facing Canada in the years 1837–40.’ How far do you agree with this judgement?	Successfully dealt with  Key problems	‘key’ <u>political</u> problems – Recommended responsible self-government <u>but</u> not implemented til 1847; not radical enough; LC	‘key’ <u>identity</u> problems – ‘dealt with’ from Br perspective through unification <u>but</u> not from Fr-Can perspective – forced into minority!	‘key’ <u>ignorance</u> problem – Durham & advisors widely consulted Canadians <u>but</u> adv had no political credibility in UK ignorance of indigenous population	N/A	Some extent; ‘success’ in terms of preventing further rebellion and long term securing of colony; but ruthless ag Fr-Can to achieve	Success if ‘dealt with’ from Br perspective, because no further rebellion, but not Canadian persp.
2021	Q3) ‘The East India Company successfully maintained British <b>control of India</b> in the years 1829–58.’ How far do you agree with this judgement?							
2023	Q4) ‘The actions of Arabi Pasha and the rise of Arab nationalism were a significant threat to British interests in Egypt in 1882.’ How far do you agree with this statement?							

### Section C Q7/8 – Breadth Studies

	SAMs 1	SAMs 2	2017	2018	2019	2020	2021	2022	2023
Q7	How far can the acquisition of strategic bases in 1815 be regarded as the most significant development in the growth of Britain's global maritime power in the years 1763–1914?	How far was the adoption of free trade in 1842–46, the key factor in the growth of British global trade in the years 1763–1914?	How far do you agree that the purchase of the Suez Canal shares provided the most significant stimulus to British trade in the years 1763–1914?	How far do you agree that the acquisitions of Singapore (1819) and Hong Kong (1842) made the most significant contribution to the development of British commercial interests in the years 1763–1890?	'The change in ship types had the greatest impact on the development of the Royal Navy in the years 1763–1914.'  How far do you agree with this statement?	How accurate is it to say that trade with the Americas played the most significant part in the expansion of British trade in the years 1776–1914?	How significant was the development of trade in the Far East in the expansion of British trade in the years 1763–1890?	How far do you agree that the opening up of Shanghai to trade in 1842 was the most significant event in the development of British trade routes in the years 1763–1890?	How far do you agree that the development of trade with India had the most significant impact on the pattern of trade in the years 1807–1914?
Q8	'The power of the Royal Navy was a key factor in the growth of British trade throughout the world in the years 1763–1914.'  How far do you agree with this statement?	How far do you agree that the willingness to use force to expand British commerce was a key factor in British commercial success in the years 1763–1914?	'The advances made as a result of Cook's South Seas expedition of 1768–71 can be seen as the most significant stimulus to the development of the Royal Navy in the years 1763–1914.'  How far do you agree with this statement?	'The repeal of the Navigation Acts in 1849 was the most important contribution of government policy to the development of the prosperity of the British Empire in the years 1763–1914.'  How far do you agree with this judgement?	How far do you agree that the abolition of the slave trade in 1807 had the most significant impact in changing the pattern of trade in the years 1763–1914?	'The retention of Gibraltar in 1783 was most significant in the development of British control of key strategic naval bases in the years 1763–1878.'  How far do you agree with this statement?	'The acquisition of Malta, Ceylon and Cape Town in 1815 was the most significant development in Britain's key strategic bases in the years 1763–1878.' How far do you agree with this statement?	'The attack on Algiers (1816) was the most significant example of the Royal Navy defending British interests in the years 1763–1878.' How far do you agree with this statement?	To what extent do you agree that the acquisition of the Falklands and Aden in the 1830s made the most significant contribution to the development of key strategic bases around the world in the years 1783–1914?

**Section C (Breadth essay) – Q7/8**

**Breadth Study 1: The changing nature and extent of trade**

- How far was the adoption of free trade in 1842–46, the key factor in the growth of British global trade in the years 1763–1914? **(SAMs 35.1)**
- How far do you agree that the purchase of the Suez Canal shares provided the most significant stimulus to British trade in the years 1763–1914? **(June 2017)**
- How far do you agree that the acquisitions of Singapore (1819) and Hong Kong (1842) made the most significant contribution to the development of British commercial interests in the years 1763–1890? **(June 2018)**
- ‘The repeal of the Navigation Acts in 1849 was the most important contribution of government policy to the development of the prosperity of the British Empire in the years 1763–1914.’ How far do you agree with this judgement? **(June 2018)**
- How far do you agree that the abolition of the slave trade in 1807 had the most significant impact in changing the pattern of trade in the years 1763–1914? **(June 2019)**
- How accurate is it to say that trade with the Americas played the most significant part in the expansion of British trade in the years 1776–1914? **(June 2020)**
- How far can the repeal of the Navigation Acts in 1849 be regarded as a key turning point in the changing patterns of trade in the years 1763–1914? **(Pearson textbook p.20)**
- To what extent was the acquisition of the Suez Canal a new departure for British trading policy in the years 1763–1914? **(Pearson textbook p.29)**
- To what extent did economic interests govern the expansion of the British Empire during the years 1763 – 1914? **(Pearson textbook p.33)**
- British imperial expansion was the result of trade and financial concerns in the years 1763 – 1914? **(AQA textbook p.46)**

**Breadth Study 2: The changing nature of the Royal Navy**

- How far can the acquisition of strategic bases in 1815 be regarded as the most significant development in the growth of Britain’s global maritime power in the years 1763–1914? **(SAMs)**
- ‘The power of the Royal Navy was a key factor in the growth of British trade throughout the world in the years 1763–1914.’ How far do you agree with this statement? **(SAMs)**
- How far do you agree that the willingness to use force to expand British commerce was a key factor in British commercial success in the years 1763–1914? **(SAMs 35.1)**
- ‘The advances made as a result of Cook’s South Seas expedition of 1768–71 can be seen as the most significant stimulus to the development of the Royal Navy in the years 1763–1914.’ How far do you agree with this statement? **(June 2017)**
- ‘The change in ship types had the greatest impact on the development of the Royal Navy in the years 1763–1914.’ How far do you agree with this statement? **(June 2019)**
- ‘The retention of Gibraltar in 1783 was most significant in the development of British control of key strategic naval bases in the years 1763–1878.’ How far do you agree with this statement?
- How far do you agree that the role of the Royal Navy did not substantially change in the years 1763 – 1914? **(Pearson textbook p.50)**
- To what extent is it reasonable to suggest that expansion of the Royal Navy in the years 1763 – 1914 was the result of political imperatives? **(Pearson textbook p.60)**
- How far do you agree that economic interests were the most significant motivation behind the expansion of the Royal Navy in the years 1763 – 1914? **(Pearson textbook p.62)**
- To what extent did the role of the Royal Navy change as a result of Britain’s expanding imperial interests in the years 1763 – 1914? **(MODEL ANSWERS in Pearson textbook p.184–187)**
- How far can the protection of British trade interests be regarded as the most significant motivation for the development of the Royal Navy in the years 1763–1914?
- How far did the Royal Navy evolve as a result of exploration between the years 1763–1914?

## What additional reading and watching will I have to do?

Whilst your core textbook is a great place to start for essential reading, **this alone is not enough**. You should look to read as widely as possible as this will allow you to develop your understanding further. Remember to record your reading in your reading log to show evidence of your wider reading and independent learning. Below is a general recommended reading list for this paper, but your teacher will give you recommendations for each topic.



= Mr Scott or Miss H has a copy (and might let you borrow it if you're really nice to them!)



= In KLS Library

Resource	Breadth or depth aspects?	Type
Piers Brendon, <i>The British Empire: How it was built - and how it fell</i> , (Connell, 2018)  	Breadth and depth	Popular text
Piers Brendon, <i>The Decline And Fall Of The British Empire</i> (Vintage, 2008)	Breadth and depth	Popular text
John Darwin, <i>Unfinished Empire: The global expansion of Britain</i> (Penguin, 2013)  	Breadth and depth	Popular text
Saul David, <i>Victoria's Wars: The Rise of Empire</i> (Penguin, 2007) 	Breadth and depth	Popular text
Niall Ferguson, <i>Empire</i> (Penguin, 2004) 	Breadth and depth	Popular text
P J Marshall (editor), <i>Oxford History of The British Empire Volume II: The Eighteenth Century</i> (Oxford University Press, 1998) 	Breadth and depth	Weighty multi-volume texts
Eric Hobsbawm <i>The Age of Empire 1875-1914</i> (Abacus, 1989) 	Breadth and depth	Popular text
Lawrence James, <i>Rise And Fall Of The British Empire</i> (Abacus, 1995)	Breadth and depth	Popular text
Frank McDonough, <i>The British Empire 1815-1914</i> , (ATH 2003) 	Breadth and depth	A Level textbook
James Morris, <i>Heaven's Command: An Imperial Progress</i> (Faber & Faber, 1973)	Breadth and depth	Old but readable text
Bernard Porter, <i>The Lion's Share</i> (Harlow, 1984)	Breadth and depth	Old but readable text
Andrew Porter (editor), <i>Oxford History of The British Empire Volume II: The Nineteenth Century</i> (Oxford University Press, 1999) 	Breadth and depth	Old but readable text
Nick Robins, <i>The Corporation That Changed the World: How the East India Company Shaped the Modern Multinational</i> (Pluto Press, 2012)	Breadth and depth 4	Readable text
D K Fieldhouse, <i>Economics and Empire 1830–1914</i> (Littlehampton Book Services, 1973)	Breadth	Demanding text

**Paper 3, Option 35.1: Britain: losing and gaining an empire, 1763–1914**

Jackson, <i>The British Empire: A Very Short Introduction</i> (OUP, 2013) 	Breadth	Readable text
P Kennedy, <i>The Rise and Fall of British Naval Mastery</i> (Allen and Unwin, 1976)	Breadth	Classic Text
Peter Padfield, <i>Maritime Power 1788–1851</i> (John Murray, 2003)	Breadth	Readable text
N A M Rodger, <i>The Command of the Ocean: A Naval History of Britain 1649–1815</i> (Penguin, 2004)	Breadth	Weighty but readable text
C Bonwick, <i>The American Revolution</i> (Macmillan, 1991) 	Depth 1	Textbook
Gordon S Wood, <i>The American Revolution</i> (Phoenix, 2005)	Depth 1	Concise and readable textbook
Robert Hughes, <i>The Fatal Shore: History of Transportation to Australia 1786–1868</i> (Vintage new edition, 2003)	Depth 2	Popular and readable text
Peter Burroughs, <i>The Canadian Crisis and British colonial Policy 1828–1841</i> (Arnold, 1972)	Depth 3	Old but concise account
William Dalrymple, <i>The Last Mughal: The Fall of a Dynasty, Delhi, 1857</i> . (Bloomsbury, 2009) 	Depth 4	Accounts from Indian perspectives using sources never used by British historians!
William Dalrymple, <i>The Anarchy: The Relentless Rise of the East India Company</i> , (Bloomsbury, 2019)		
Saul David, <i>The Indian Mutiny 1857</i> (Penguin, 2003)	Depth 4	Highly readable text
Shashi Tharoor, <i>Inglorious Empire: What the British Did to India</i> , (Penguin, 2017) Watch his viral speech: <a href="https://www.youtube.com/watch?v=TpTtP7any24">https://www.youtube.com/watch?v=TpTtP7any24</a> Watch the interview about this book: <a href="https://www.youtube.com/watch?v=2SEPPnd3380">https://www.youtube.com/watch?v=2SEPPnd3380</a>  	Depth 4	Highly readable text from the Indian perspective (Tharoor is an Indian politician)
Carr, Waller and Webster, <i>The British Empire 1857-1967</i> (OUP, 2018) 	Depth 4 and 5	A Level accessible textbook
Alan Farmer, <i>The British Empire 1857-1967</i> (Hodder, 2018) 	Depth 4 and 5	A Level accessible textbook
Thomas Pakenham, <i>The Scramble for Africa</i> (Abacus, 1992)	Depth 5	Classic text
The National Archives' - British Empire site: <a href="http://www.nationalarchives.gov.uk/education/empire/">www.nationalarchives.gov.uk/education/empire/</a> <a href="http://www.nationalarchives.gov.uk/education/cpd/india-1857.htm">www.nationalarchives.gov.uk/education/cpd/india-1857.htm</a>	Breadth and Depth	Web materials
<i>Empire</i> , BBC, Jeremy Paxman <a href="https://youtu.be/YfTSUARuwTg">https://youtu.be/YfTSUARuwTg</a>	Breadth and Depth	Documentary
<i>Empire How Britain Made the Modern World</i> , Niall Ferguson <a href="https://youtu.be/moZN2UZ1k60?list=PLXoujgzuzBV4FVxMq6ndEse1C2HjKGMku">https://youtu.be/moZN2UZ1k60?list=PLXoujgzuzBV4FVxMq6ndEse1C2HjKGMku</a>	Breadth and Depth	Documentary
<i>3 Minute History</i> . Several conflicts covered e.g. Breadth 1: <a href="https://youtu.be/yWyEB9cpIPw">https://youtu.be/yWyEB9cpIPw</a>	Breadth and Depth	Summary animations
<i>British History's Biggest Fibs with Lucy Worsley</i> BBC, Season 1 Episode 3 <a href="https://youtu.be/eCyszj6-NZ0">https://youtu.be/eCyszj6-NZ0</a>	Depth 4	Documentary
<i>The American Revolution OverSimplified</i> . <a href="https://www.youtube.com/channel/UCNlulv7V8zACPPtmmNlqP2A">https://www.youtube.com/channel/UCNlulv7V8zACPPtmmNlqP2A</a>	Depth 1	Summary animations

**Paper 3, Option 35.1: Britain: losing and gaining an empire, 1763–1914**

**What key dates will I need to know? Exam board timeline**

1 American colonies	2 British Australia	3 Canada	4 India	5 Nile valley		Aspects in breadth
French threat to North American Colonies removed					1763	Britain firmly established as a world maritime power
					1768	Cook's great voyage of exploration in the South Seas begins
Boston Massacre					1770	Captain Cook discovered New South Wales
Boston Tea Party					1773	
Coercive Acts passed					1774	
Fighting began					1775	
Declaration of Independence					1776	
France joined America as an ally					1778	
Cornwallis surrendered at Yorktown					1781	
Treaty of Paris - US Independence recognised					1783	Gibraltar retained as British
	First penal colony established in New South Wales				1788	
	British settlement in Tasmania				1803	
					1807	Abolition of slave trade
	Lachlan Macquarie became Governor of New South Wales				1809	
	Crossing of the Blue Mountains				1813	
					1815	Peace treaties confirmed Britain's global naval dominance with the gaining of the Cape, Malta and Ceylon
					1816	Navy bombarded Algiers in the struggle to end piracy
					1819	Singapore acquired by Raffles
	First settlements in Western Australia				1826	
			Sati (Suttee) abolished		1829	
			Drive against Thugi (Thuggee)		1830	
		Rebellion in Canada			1837	
		Earl of Durham appointed as High Commissioner			1838	
		Publication of the Durham Report			1839	Aden acquired
					1842	Hong Kong acquired; Abolition of many customs duties
					1846	Corn Laws repealed
			Dalhousie appointed Governor		1848	
			Punjab annexed		1849	Repeal of the Navigation Acts
			Awadh (Oudh) annexed		1856	
			Outbreak of Indian Rebellion		1857	
			Government of India Act abolished the East India Company		1858	
					1875	British government bought 44 per cent of Suez Canal shares
					1878	Britain acquired Cyprus
				Occupation of Egypt by British forces	1882	
				Evelyn Baring appointed Agent and Consul General in Egypt	1883	
				Gordon sent to Sudan	1884	
				Death of Gordon	1885	
					1890	Britain acquired Zanzibar
				Conquest of Sudan by Kitchener	1898	Weihaiwei leased in northern China
					1904	Fisher's naval reforms began

### **Reading Log**

<b>Date</b>	<b>Title of Article</b>	<b>Summary of reading &amp; relevancy to the course</b>

## Glossary

[illegible]