

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:

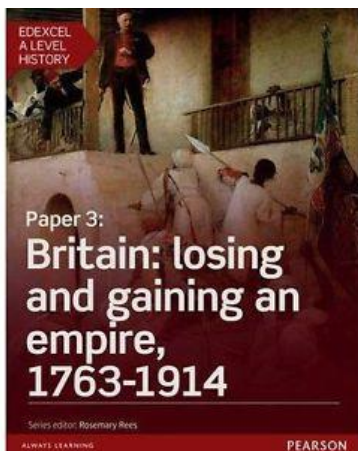
<https://www.klshistory.co.uk/paper-3-british-empire.html>

Textbook to purchase:

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

E-Textbook:

<https://www.klshistory.co.uk/access-to-e-textbook-for-paper-3-only.html>



Contents

What is this course about?	3
What is expected of me in Year 13?	8
What support will I receive from my teachers?.....	11
How will I be assessed and how can I meet the criteria?.....	12
Section A	13
Section B and C	21
What will the questions look like? (question banks in progress).....	38
What additional reading and watching will I have to do?.....	45
What key dates will I need to know?.....	47
Learning trackers (knowledge checklists).....	57
Assessment tracker.....	61
Folder check log.....	62
Reading log pro forma	63
Glossary pro forma	64

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 the Aborigines only within the dates 1788–1829 and only in New South Wales and Tasmania – this includes the consequences of British rule on the Aborigines 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.

Themes	Aspects in depth: losing, gaining and governing territory
1 The loss of the American colonies, 1770–83	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.
The birth of British Australia, 1788–1829	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 Aborigines 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.
3 Learning from past mistakes: Canada and the Durham Report, 1837–40	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.
4 Nearly losing an empire: the British in India, 1829–58	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.
5 The Nile valley, 1882–98	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
1 The changing nature and extent of trade	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).
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 (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 below). Your folder will be routinely checked for the following:

- ☐ Course booklet
- ☐ Folder is well organised with unit dividers
- ☐ Clear section marked for essays and improvements.
- ☐ Class notes are up to date
- ☐ Homework is up to date
- ☐ Learning tracker (knowledge checklist) in this booklet is up to date.
- ☐ Assessment Tracker (in this booklet) is up to date
- ☐ Evidence of a minimum of 4 hours of independent study per week, including an up-to-date reading record (in this booklet)
- ☐ Glossary is up to date, either in this booklet or as a separate marked section in folder)

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 from **page 43** 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. Also available electronically on Pearson Active Learn at:

<https://www.pearsonactivelearn.com/app/library>

Username: KINGSLANGLEY

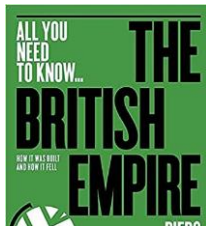
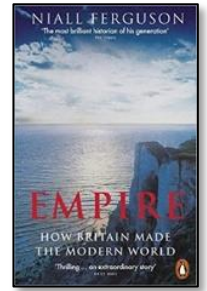
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b) The book this course is based on: Niall Ferguson, *Empire: How Britain Made the Modern World* – 7 Jun 2018

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>

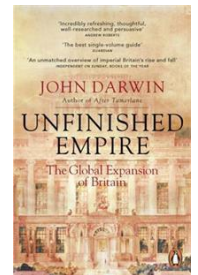


c) Short overviews: If you have no prior knowledge of the British Empire, these are good places to start!

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

If you are looking for a more balanced assessment of Britain's Empire (rather than Ferguson's glossing over of the inconvenient truths), this book is for you. It covers very similar content and is accessible.



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)
- 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 1/3rd in class and 2/3rds 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:

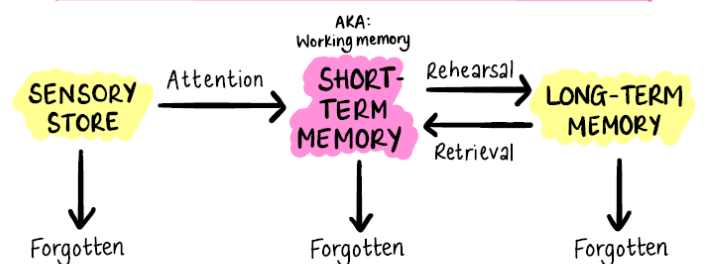
Retrieval

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!**




THE MULTI-STORE MODEL OF MEMORY BY ATKINSON & SHIFFRIN (1968)

RP #1: Retrieval Practice Choose ONE



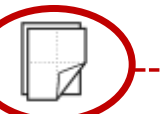
Quizzing

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.

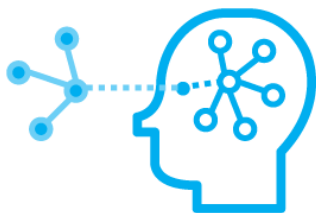
4) Be fully PREPARED for and ACTIVELY PARTICIPATE in lessons

- **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**

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

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

<https://www.klshistory.co.uk/paper-3-british-empire.html>

- **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

AO1 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
AO2 20–30%	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context
AO3 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"> • 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • 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.
2	4-7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • 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.
3	8-12	<ul style="list-style-type: none"> • 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 • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.
4	13-16	<ul style="list-style-type: none"> • 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. • 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. • 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.
5	17-20	<ul style="list-style-type: none"> • 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. • 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. • 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.

Section A (AO2) Level 5 criteria explained

5	17-20	<ul style="list-style-type: none">• 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.• 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.• 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.
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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

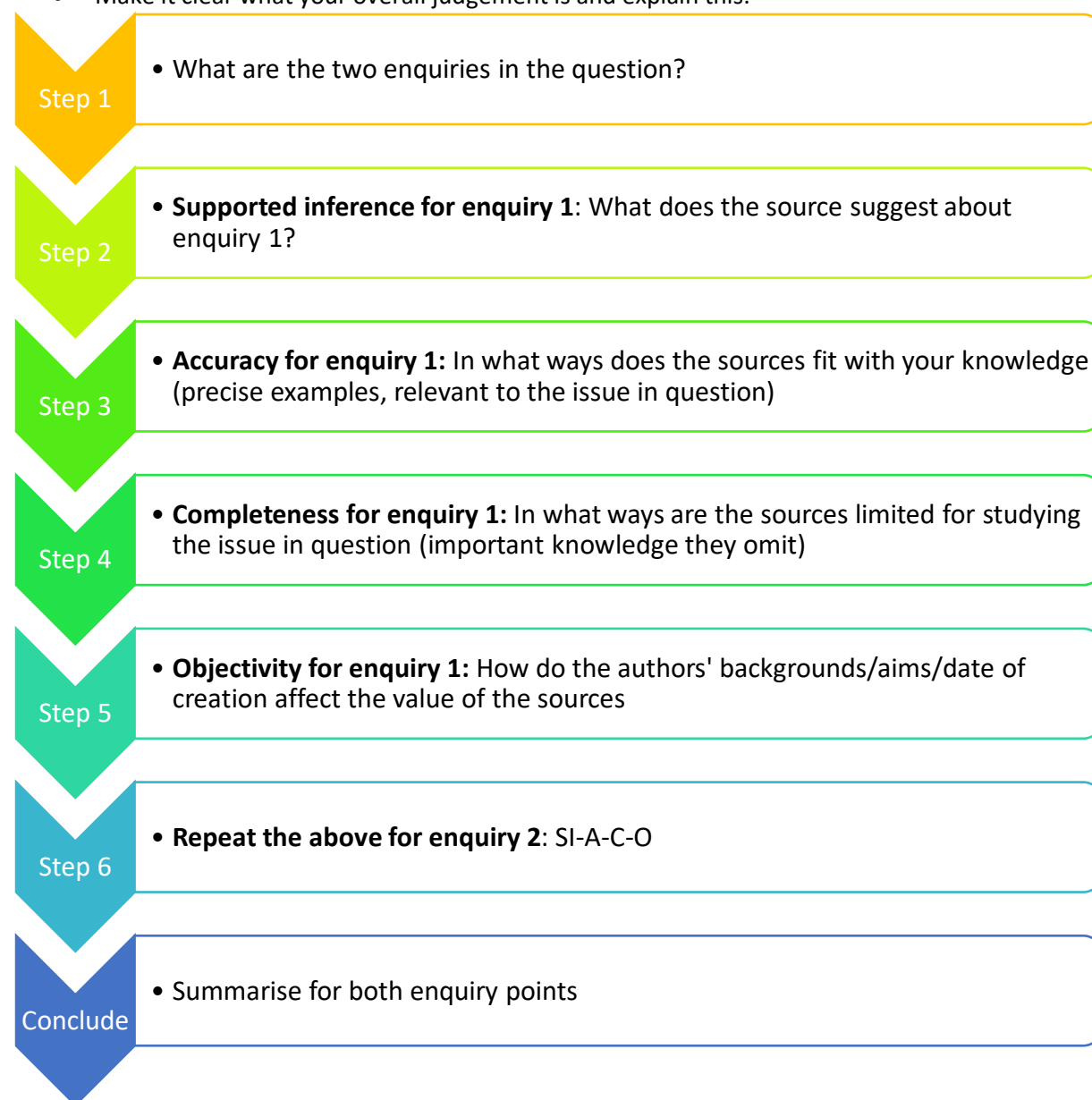
As with any source question, you need to consider **CONTENT and NATURE/ ORIGIN/ PURPOSE**, ensuring you make inferences throughout and confirming, expanding, or challenging the sources using your own knowledge. You must use **quotes**!

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.



Conclusion

- Use clear criteria (accuracy /reliability) to assess how strongly the evidence the sources use support their views (compare sources 3 and 4 using each criteria in turn).
- Make a judgement
- Judge what they are 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 were the sources as a whole? How useful to have sources which contradict/corroborate?

Planning Grid:

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 limited for studying the issue in question (important knowledge they omit)		
STEP 5: Objectivity How do the authors' backgrounds/aims/date of creation affect the value of the sources NATURE ORIGIN PURPOSE		

Key words to use:

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

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 11th 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 ^{British} acquisition of 44% of shares in the Suez Canal in 1875 – through 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.

Hallam 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 portray^{ing} 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^{aspects in} 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 Muslim and Arab 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.

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"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4-7	<ul style="list-style-type: none"> • 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. • 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. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8-12	<ul style="list-style-type: none"> • 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13-16	<ul style="list-style-type: none"> • 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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
5	17-20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • 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. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section B and C (AO1) Level 5 criteria explained

5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • 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. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.
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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 full 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 essays

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 2nd 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 1857-90, for example, you should aim to include examples from across the period, rather than just 1857-60.

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.... IfHad 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 PEARs) to support your balanced judgement

How do I structure my answer in Sections B and C?

Concepts	Tricky wording	Suggested structure
<p>Change / Continuity</p> <p>How far things stayed the same over time.</p>	<p>Transformation Improve Radically change Major changes Maintained</p>	<p>Introduction. X was certainly transformed to some extent. However it could be argued that there were limitations to these changes and that there was much continuity.... Address the wording of the question.</p> <p>4 factors: For each factor address change and continuity: e.g. X was certainly changed to a great extent However it is suggested that these changes were limited to some extent...; changes in these aspects were at best slow..... However this is not to suggest that gradual change was not emerging...</p> <p>Conclusion Comment on the complex interaction between factors of change and continuity and the different extent of its speed in different aspects arriving at a conclusion as to how far it could be considered a transformation.</p>
<p>Similarity / Difference</p> <p>How alike are two situations, policies, people or processes</p>	<p>More effective than Remain in place</p>	<p>Introduction. X certainly had many similarities with Y in this period. However it is argued that the differences became more significant and indeed were more prominent over the period.</p> <p>4 x factors – discuss similarity and difference in each There was certainly some similarity in X during the years However this is not to suggest that gradual change was not emerging...However it is argued that X had significant differences during the period that grew over time.... It is suggested that these changes were more prominent by...</p> <p>Conclusion Comment on the complex interaction between factors of change and continuity and the different extent of its speed in different aspects arriving at a conclusion as to how the balance of similarity and difference differed over time.</p>
<p>Causation / consequence</p> <p>The reasons why something happened / The results of an event, policy, decision or process.</p>	<p>Most important reason for Arise from Driven by Responsible for (To what extent does...) explain... In the creation of...</p>	<p>Introduction. W certainly made a significant contribution to Q, along with X, Y and Z. It is argued that whilst the interaction of these factors were responsible for Q, was the most significant factor.</p> <p>4x PEEL factors W made a significant contribution to Q.....however it was not sufficient to cause Q without X, Y and Z because..... Its overall contribution was to provide an important stimulus by...</p> <p>W, Y and Z also made a significant contribution to Q. (3 x PEEL)however it was not sufficient to cause Q without W / X / Y/ Z because. Its overall contribution was to provide an important stimulus by...</p> <p>Z was the most significant cause..... however it was not sufficient to cause Q without W, X and Y because..... Its overall contribution was to provide an important stimulus by...</p> <p>Conclusion The essential interaction of factors along with their relative significance is finally commented upon and conclusions drawn.</p>
<p>Significance</p> <p>Relative importance</p>	<p>More important than Fundamental to More significant than A greater threat than</p>	<p>As above!</p>

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

Change and continuity

Decode the question: write down the q, underlining the following: <ul style="list-style-type: none"> • Topic focus (the topic of the question) • Conceptual focus (the 2nd 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. 			
Intro (this should be the hardest part of the essay)	4. Address the question, including any specific language used.	5. State the 3-4 factors you will address	6. 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.
Body of the essay – 8 peels <ul style="list-style-type: none"> • Evidence needs to be detailed, specific and cover the full range of the question. • Explain the impact and results of your examples – how and why? 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> • Link 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. <i>However, the factor of....would not have caused a threat had it not been for .. Without the factor of.... Ifhad it not been for....</i> 			
Factor 1	Change peel	Continuity peel	Vocabulary to show extent of change
Factor 2	Change peel	Continuity peel	Vocabulary to show extent of change
Factor 3	Change peel	Continuity peel	Vocabulary to show extent of change
Factor 4 (if time)	Change peel	Continuity peel	Vocabulary to show extent of change
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. pace of change, range of change in affecting the population, degree of impact etc. 3. Show links between as many factors as you can. 4. Use the language of extent.		

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"> • Topic focus (the topic of the question) • Conceptual focus (the 2nd 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. 			
Intro (this should be the hardest part of the essay)	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. Use <u>valid criteria</u> to show relative importance of factors.
Body of the essay – 4 peels <ul style="list-style-type: none"> • Evidence needs to be detailed, specific and cover the full range of the question. • Explain the impact and results of your examples – how and why? 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> • Link 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. <i>However, the factor of....would not have caused a threat had it not been for .. Without the factor of.... Ifhad it not been for....</i> 			
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)

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 affect 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 mainly Irish immigrants acted almost as a platform to increase anger and vexation at social, political and economic issues. In Upper Canada, the Q's Township Scheme can be argued to be a cause of the rebellion as the Irish were roundly disliked and were resented for 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 scapegoat 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 Wakefield's view in the lead up to the 1839 Dutton 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

government officials, highlighting its overall affect 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} ~~the idea of the~~ ~~the idea of the~~ the idea of the common causes ~~given the refusal~~ 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

Said not to be due to common causes given the nature of the the grievances facing them. In Upper Canada it is arguable that the rebellion was due to the dominance of the church, where 1/7 of the land 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 leak of the Gosford inquiry was more of a cause for rebellion, as it signalled Papineau'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 Canada 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

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 members to vote 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 Papineau 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 ~~caused~~ 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 cholera epidemics, lack of political power and the dominant nationalism prevalent in both Canadas suggest that the statement of common ~~cause~~ causes is accurate, as both Canadas were subjected to

similar conditions, so as a result produced similar outcomes.

Examiner comment: Sustains focus and develops a range of points: political, economic and social; and deploys specific evidence to provide substance. A sound balance between the two sides of the argument. Well organised and clearly expressed. Merits Level 5

What does a Section C level 5 response look like?

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)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

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

The development of British commercial interests in the years 1763–1890 grew for a number of reasons, not solely the acquisition of Singapore and Hong Kong. Indeed, ~~many factors~~ the idea of a significant contribution implies a stimuli and ~~thus also~~ causation of growth in Britain's commercial interests thus whilst Singapore and Hong Kong acquisitions were significant they were not the most crucial. Alternatively, one must consider the role of the ~~the~~ early traces of free trade which stimulated economic growth thus proving free trade was a beneficial doctrine. Conversely, the repeal of the navigation acts and earlier tariffs developed ~~free~~ commercial interests as Britain became an ^{economically open} ~~open~~ nation. ~~Alternatively~~ Yet the most significant factor was undoubtedly the acquisition of the Suez Canal as this opened up the Asian market for Britain thus contributed greatly to her commercial interests.

One could argue that an alternate factor which contributed the development of British commercial interests was the ~~earliest traces of free trade~~ demand for free trade within Britain. Indeed this

contributed to the development of British commercial interests for the trade ideology was set by the politicians, therefore a demand for free trade within the political sphere would have ~~facilitated~~ ^{facilitated} its subsequent implementation. The demand for less restrictive trade can be seen through the ~~events~~ work of Adam Smith in his work 'An Inquiry into the Causes and Nature of the Wealth of Nations' (1776). His work ~~bolstered~~ ^{bolstered} the ideal of free trade and thus introduced into the political-economist nation. His work explained the benefits of free trade and thus proved it to be a favourable theory. His work arguably influenced the likes of Robert Peel who later spearheaded the transition to free trade. Indeed, the demand for free trade within Britain was imbued with the rhetoric of Smith but, yet more importantly, the change to Britain's domestic politics facilitated this demand for free trade through the election of the Whigs in 1830 ~~the~~ on a platform of parliamentary reform. This representation of the People's Act saw the electorate rise to 187. (a 60% increase) and thus ~~included~~ ^{included} manufacturers and working-class members into the electorate. This contributed to the development of British ~~and~~ commercial interests because the ~~etc~~ ideas of free trade and open economic exchange

united the newly reformed electorate thus provoking a development of commercial interests and for as Britain was forced to consider repealing mercantilist policies.

~~A crucial mercantilist policy that was~~ Importantly, this leads to the idea that the repeal of mercantilist tariffs was a crucial factor in developing Britain's commercial interests as the repeal of such acts enabled Britain to be open to free trade as thus develop their economy and stimulate greater economic growth. Robert Peel was an instrumental figure in the repeal of such laws as he heralded the need to develop Britain's commercial interests via free trade. Peel was elected on such a campaign in ¹⁸⁴¹~~1834~~ with his Conservative Party and within 1842–46 he successfully repealed 1200 import tariffs which enabled merchants to freely sell the commodities such as glass, cotton and paper, thereby highlighting how the repeal of mercantilist tariffs aided the development of Britain's commercial tariffs. This was augmented through the Importation Act of 1846 which repealed the corn laws and the sugar tax, which had a monumentally ^{detrimental} impact on the political sphere, yet it only served to liberate Britain's economy further. Finally, the repeal of the Navigation

in 1849 marks the significance of repudiating mercantilism as the ruling government recognised how free trade best served Britain's commercial interests. Indeed the repeal of these ~~laws~~ enabled colonies to trade with others in more open terms ~~to~~ by reducing tariffs such as ~~exit~~ and duties, such as entering a British port each time ~~or as according~~ to the 13th September 1663 being made to Arguably the transition to free trade, which ~~stimulated~~ developed Britain's economic interests, was eased by the realised potential of low tariffs, as seen through Britain's previous acquisition.

The territorial acquisition of Singapore (1819) and Hong Kong (1842) was undoubtedly a significant development in British commercial interests because Britain realised the potential economic gain that comes with free trade and thus it altered imperial mindsets. ~~Moreover it developed commercial~~ ~~interests~~ because Singapore was first 'acquired' by Britain following a treaty signed in 1819 with local rulers, ~~now~~ its low tariffs and ideal location enabled ships to circumvent the ~~or dangerous~~ dangerous waters of the Malay

Arpeggio and Straits of Malacca and in doing so undercut the
 the Canton in merchants and the other towns in
 the Straits. Thus trade increased exponentially from
 \$400 000 Spanish dollars in 1819 to ~~to~~ \$11 million in 1829,
 an increase of 2700%. This was significant as
 it illuminated ~~below~~ the value of ~~low tariff~~ free trade
 economies and influenced Britain to develop more
 entrepôts as seen with the acquisition of Hong Kong
 in 1842. Hong Kong was crucial to the development of
 commercial interests as Britain was able to engage with
 the lucrative Chinese market and begin trading
 in opium, as by 1800 they trade 100 T, by 1822
 it reached 347 T. With the repeal of the
 East India Company's monopoly in 1833,
 trade in opium reached 2553 T in 1842. This
 therefore developed commercial interests as Hong Kong
 enabled Britain to exploit the Chinese opium
 market which was incredibly lucrative thus it
 enriched the British economy.

Yet whilst these acquisitions
 were significant, arguably the later acquisition of
 the Suez Canal in 1874 was of greater importance
 for this eased Britain's ability to trade with her
 Asian colonies and therefore developed commercial
 interests by facilitating greater levels of trade.

The opening of the Suez Canal ~~in~~ on 17th November 1869 was instrumental for British trade by virtue of India's remote location. Indeed between 1868–74 the British tonnage from ~~the~~ Asia increased by 178% thanks to the canal. Furthermore three-quarters of all ~~go~~ ships passing through were British ~~hence~~ thereby exempting just how crucial this passage was for British trade interests. Furthermore, Disraeli's purchase of the canal was itself a great development for commercial interests as the tonnage passing through the canal increased exponentially meaning Britain reaped tremendous reward. ~~for~~ The dividends increased from 4.7% in the first five years to ~~4.7%~~ 13.1% in 1911 when 18,740,000 Tonnages were estimated to be passing through, thus Britain, ~~via~~ by virtue of earning 4.9% of the shares enjoyed the fifth ~~most~~ ~~via~~ this investment.

To conclude therefore, having considered multiple vantage points, one can conclude that the acquisition of Singapore and Hong Kong was not the most significant contribution to the development of British trade interests. This is due to

the fact that whilst it opened up revealed the signs ~~from~~ potential economic gain that comes with enterprise, the real demand for free trade, i.e. development of commercial interest was ~~not~~ from the domestic political point in Britain. This was subsequently compounded by the repeal of key mercantilist tariffs which facilitated greater growth and exchange. Not most crucially, the Suez Canal was of ^{the} greatest significance because it ~~also~~ enabled the magnitude and frequency of trade to develop exponentially thus it ~~so~~ significantly developed commercial interests.

Examiner response: A focused and wide ranging response which illustrates and explains the significance of the nominated factors and identifies a good range of other points both in terms of policy changes and acquisitions. The relative importance of the points is weighed up and a substantial judgement reached. The response merits a clear Level 5. This response emphasises very clearly then importance of focussing on assessing the relative significance of points.

What will these questions look like? (question banks in progress)

PLEASE NOTE that this question bank is still **in PROGRESS** and will be added to throughout the course.
***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.**

Section A (Depth Source)

1. 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)**

Source 1: From an article by the Earl of Cromer, 'Why Britain intervened in Egypt' in *Modern Egypt*, published 1908. Cromer was Consul-General in Egypt in the years 1882–1907. Before he was given his earldom, Cromer was Sir Evelyn Baring.

Egypt may now almost be said to form part of Europe. It is on the high road to the Far East. It can never cease to be of interest to all the powers of Europe, and especially to England. European money to a large extent has been invested in the country. The population is very mixed in background. Although the prevailing faith is Islam, in no country in the world is a greater variety of religious creeds to be found. 5

In 1882, it had to be recognised that the Egyptian army was in a state of mutiny; the Treasury was bankrupt and the administration was collapsing. The traditional government had fallen and no effective political authority had replaced it. Is it possible that a government with such ineffective leaders could have established a strong regime? The development of 'Egypt for the Egyptians' at this time was impossible. 10

It is doubtful if ever in history a transfer of power has ever been made to a group as ignorant as the Egyptians were in 1882. They have been used to being a subject race. We need to go back to ancient times to find Egypt ruled by the Egyptians. 15

If a foreign occupation was inevitable it needed to be considered whether it should be a British occupation. Quite clearly the intervention of any European power would have been preferable to the country falling under Turkish control.

England has shown a special aptitude in the government of Oriental races and we always aim to rule in an effective and benevolent way. An analysis of the situation showed that an armed intervention by Britain was the only possible solution to the current problem. 20

It was clearly impossible for Great Britain to allow any other power to occupy Egypt and the government needed to act promptly and vigorously. A great nation cannot throw off responsibilities which its past history and its position in the world has imposed upon it. British history is full of examples of taking decisive and effective action in accordance with our interests and our international responsibilities. 25

2. 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. Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context. **(June 2018)**

Source 1: From an article in *The Manchester Guardian* newspaper, 30 June 1857. *The Manchester Guardian* was radical in its views and had opposed Imperial policies. The article comments on events in the early stages of the Indian Rebellion of 1857.

An account of the recent mutiny in the Bengal army has now reached this newspaper. We are shocked and saddened by the news and we all need to reflect on it.

The first active rebellion was at Meerut led by the 11th and 20th native infantry on Sunday 10th May. The rebels assembled in armed and rowdy groups on the parade ground. Colonel Finnis and several other officers were cut down. Many other officers and their families were massacred when the rebels entered the British officers' residential area. There was a scene of slaughter and confusion, with property burned down and women and children pitilessly murdered. 5

In Delhi, similar scenes occurred and few British residents in the area escaped. It is to be hoped that order will be swiftly restored and that those responsible for the outrages will be taught an impressive lesson on the fate which awaits those guilty of barbarous acts. 10

At the same time, every precaution should be taken to remove all provocation from the British side. There has been disquiet that native traditions have not been respected and anger at the ruthless application of the doctrine of lapse*. 15
 It has been said that the minds of the native troops have been seriously disturbed by reports that the British intended to force them to abandon their own faith and become Christians. It is possible that some over-zealous missionaries have been guilty of ill-advised statements. 20

It is vital that the British authorities remember that they have an obligation to respect and protect the faith and prejudices of the natives and to show due respect for their leaders. There must be no feeling that there is an objective to spread Christianity at the expense of established native religion.

Nothing will persuade the natives that such a blunder as that concerning the hog's fat** could be accidental. In dealing with the Indian people, it is the duty of a government, administered by a race considering itself to be more enlightened, to show respect to local traditions. Our power imposes on us the duty to protect the native inhabitants in the free pursuit of their beliefs. 25

*doctrine of lapse – Indian inheritance law

**hog's fat – reference to the suspicion that animal fat had been used to grease cartridges.

3. Assess the value of the source for revealing the attitude of Jefferson to Britain and the reasons for the outbreak of the War of Independence in North America. Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context. **(SAMs 35.1)**

Source for use with Question 1.

Source 1: From, The Declaration of Independence, 4 July 1776. It was drafted by Thomas Jefferson on the instructions of a committee of the Continental Congress of the Colonies after the outbreak of hostilities. Jefferson was a prominent Virginia landowner with legal training and very much in sympathy with the fashionable ideas of the Enlightenment. He was a leading opponent of British power within his state.

When it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. 5

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights and among these are, life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government, laying its foundation on such principles and organising its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light or passing causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and illegalities show a design to reduce them under an absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former system of government. The history of the present King of Great Britain is a history of repeated injuries and illegalities, all having in direct object the establishment of an absolute tyranny over these States. 10 15 20 25

In every stage of these oppressions we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury. Nor have we been wanting in attention to our British brethren. We have appealed to their native justice and magnanimity and we have conjured them by the ties of our common kindred to disavow these illegalities. They too have been deaf to the voice of justice and our blood-ties. 30

4. Assess the value of the source for revealing the attitude of Canadians to the Empire in the late 1830s and the approaches to the governing of Canada adopted by the British government before this report. Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context. **(SAMs)**

Source 1: From *The Report on the Affairs of British North America*, by Lord Durham, published 1839. Lord Durham had been sent to Canada in 1838 as Governor General following tensions and riots in Upper and Lower Canada. As Governor General, he was based in Quebec. He was known as 'Radical Jack' in view of his liberal sympathies. He had held a series of important government positions.

Being strongly impressed with the necessity of maintaining our connection with our colonial possessions, it is not desirable that we should interfere with the Colonies' internal legislation in matters which do not affect their relations with the mother country. The matters which so concern us are very few. 5

The connection with the Empire is certainly not strengthened, but greatly weakened, by an irritating interference on the part of the Home Government, with the enactment of laws for regulating the internal concerns of the Colony, or in the selection of the persons entrusted with carrying them out. 10

The colonists may not always know what laws are best for them. They may not know which of their countrymen are the fittest for conducting their affairs. However, at least they have a greater interest in coming to a right judgement on these points. They will take greater pains to do so than those whose welfare is very remotely and slightly affected by good or bad legislation of these portions of the Empire. If the colonists make bad laws and select improper persons to conduct their affairs, they will generally be the only, and always the greatest, sufferers; and, like the people of other countries, they must bear the ills which they bring on themselves until they choose to apply the remedy. But it surely cannot be the duty, or in the interest of Great Britain, to keep such an expensive military presence in these Colonies in order that a Governor or Secretary of State may be able to confer colonial appointments. 15 20 25

My own observation convinces me that the predominant feeling of all the English population of the North American Colonies is that of devoted attachment to the mother country. I believe that neither the interests nor the feelings of the people are incompatible with a colonial Government wisely and popularly administered. The proofs, which many who are much dissatisfied with the existing administration of the Government, have given of their loyalty, are not to be denied or overlooked. The attachment constantly exhibited by the people of these Provinces towards the British Crown and Empire has all the characteristics of a strong national feeling. They value the institutions of their country as marks of nationality, which distinguish them from their Republican neighbours. 30

5. 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)**
6. 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)**
7. 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)**
8. 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)**
9. 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)**
10. 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)**
11. 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)**
12. 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)**
13. 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)**
14. 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)**

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

Question	Overall message	Enquiry 1 Accuracy	Enquiry 1 Comprehensiveness	Objectivity (1 or 2)	Enquiry 2 Accuracy	Enquiry 2 Comprehensiveness	Judgement
Assess the value of the source for revealing the attitude of Canadians to the Empire in the late 1830s and the approaches to the governing of Canada adopted by the British government before this report		Determined	French intervention				
Assess the value of the source for revealing the attitude of Jefferson to Britain and the reasons for the outbreak of the War of Independence in North America.							
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.							
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.							

Section B (Depth essay)

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 the Aborigine 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 19th 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)**

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

Example Essay Revision Planning Grids for Section B Questions:

Factor Questions							
Question	Indicative words to respond to	Factor 1 (factor in the Q)	Factor 2	Factor 3	Factor 4 (if time)	Links between factors (without/if)	Most important factor and why
Q3) How accurate is it to say that it was French intervention in the War of American Independence that determined the British defeat by 1783?							
Q4) To what extent was it Britain's fears of European rivals that led it to occupy the Nile Valley in the years 1882–98?							
Q4) How far does Britain's ruthless response account for the defeat of the ' Indian Mutiny ' in 1857–58?							
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 American colonies ?							

Discursive essays (change and continuity / similarity and difference / positive vs negative)							
Question	Indicative words to respond to	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)
Q3) How far do you agree that the British settlement of Australia in the years 1788–1829 was a disaster for the Aborigine population?							
Q3) To what extent were the rebellions in Upper and Lower Canada in the years 1837–38 motivated by common causes?							
Q4) ' 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?							
Q4) ' 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?							

Section C (Breadth essay)

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)**
2. '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)**
3. 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)**
4. '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)**
5. 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)**
6. 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)**
7. 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)**
8. '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)**
9. 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)**
10. 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)**
11. To what extent did economic interests govern the expansion of the British Empire during the years 1763 – 1914? **(Pearson textbook p.33)**
12. 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)**
13. 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)**
14. 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)**
15. 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)**
16. British imperial expansion was the result of trade and financial concerns in the years 1763 – 1914? **(ATH AQA textbook p.46)**

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.



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



= 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: https://www.youtube.com/watch?v=TpTtP7any24 Watch the interview about this book: https://www.youtube.com/watch?v=2SEPPnd3380  	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: www.nationalarchives.gov.uk/education/empire/ www.nationalarchives.gov.uk/education/cpd/india-1857.htm	Breadth and Depth	Web materials
<i>Empire</i> , BBC, Jeremy Paxman https://youtu.be/YfTSUARuwTg	Breadth and Depth	Documentary
<i>Empire How Britain Made the Modern World</i> , Niall Ferguson https://youtu.be/moZN2UZ1k60?list=PLXoujgzuzBV4FVxMq6ndEse1C2HjKGMku	Breadth and Depth	Documentary
<i>3 Minute History</i> . Several conflicts covered e.g. Breadth 1: https://youtu.be/yWyEB9cplPw	Breadth and Depth	Summary animations
<i>British History's Biggest Fibs with Lucy Worsley</i> BBC, Season 1 Episode 3 https://youtu.be/eCyszj6-NZ0	Depth 4	Documentary
<i>The American Revolution OverSimplified</i> . https://www.youtube.com/channel/UCNlulv7V8zACPpTmmNlqP2A	Depth 1	Summary animations

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

Aspects in depth						
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	
	First 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	

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

			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 General		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 the Sudan by Kitchener	1898	Wei hai-wei leased in northern China
					1904	Fisher's naval reforms began

What key dates will I need to know?

Straightforward timeline

c. 1690	Job Charnock formally founded Calcutta on behalf of the East India Company. (This has been disputed and is not universally recognised).
c. 1700	Holland and England are now producing the magnificent ocean-going merchant vessels known as East Indiamen
1708	British East India Company and a rival company were merged into the United Company of Merchants of England, trading to the East Indies.
1713	The Treaty of Utrecht successfully concludes the War of the Spanish Succession. This treaty allows Britain to make considerable territorial gains in the Americas and Mediterranean, including Newfoundland, St Kitts, Hudson's Bay as well as <u>Gibraltar</u> and Minorca. The treaty also included Britain's right to import slaves into Spanish colonies.
1719	Ireland declared inseparable from Britain by the British Government.
1727	War broke out between Spain and Britain, resulting in the siege of Gibraltar by the Spanish. In the same year the Quakers raised the subject of the abolition of slavery in the colonies.
1731	English factory workers prevented from emigrating to America.
1732	Georgia is granted to a group of British philanthropists, to give a new start in life to debtors
1746	Madras captured by the French.
1750	The British and French entered discussions on boundaries in North America.
1751	Robert Clive prevails over the French after holding out during the seven-week siege of Arcot in southern India
1754	George Washington kills ten French troops at Fort Duquesne, in the first violent clash of the French and Indian war The British colonies negotiate with the Iroquois at the Albany Congress, in the face of the French threat in the Ohio valley
1755	A British force under Edward Braddock lands in America to provide support against the French in the Ohio valley The army led by Edward Braddock and George Washington is ambushed at Fort Duquesne and Braddock is killed
1756	122 people die after being locked overnight in a small room in Calcutta, in an incident that becomes known as the Black Hole of Calcutta Minorca lost to the Spanish.
1757	Robert Clive defeats the nawab of Bengal at the battle of Plassey, and places his own man on the throne William Pitt the Elder becomes secretary of state and transforms the British war effort against France in America
1759	British general James Wolfe sails up the St Lawrence river with 15,000 men to besiege Quebec Wolfe defeats Montcalm and captures Quebec, but both commanders die in the engagement
1763	Rising tensions between the European powers vying for monopoly in certain areas, settlements and trading ports result in the Treaty of Paris which redistributed imperial lands. The areas of Lower Canada, land up to the Mississippi, Florida, India and Senegal were ceded to Britain. The British returned Cuba and Manila to the Spanish as part of the treaty. Spain cedes Florida to Britain, completing British possession of the entire east coast of north America
1764	A French expedition from St Malo, founding a colony on East Falkland, name the islands <i>Les îles Malouines</i>

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

Britain passes the Sugar Act, levying duty on sugar, wine and textiles imported into America

1765	Britain passes the Stamp Act, taxing legal documents and newspapers in the American colonies; The Stamp Act and Quartering Act was not well-received in the American colonies.
1767	The British Chancellor, Charles Townshend, passes a series of acts taxing all glass, lead, paint, paper and tea imported into the American colonies
1768	Captain James Cook sails from Plymouth, in England, heading for Tahiti to observe the transit of Venus
1769	Captain Cook reaches New Zealand and sets off to chart its entire coastline The Great Famine of Bengal killed over 10 million people. In the same year Captain James Cook arrived in Tahiti before making his way to New Zealand.
1770	Captain Cook reaches the mainland of Australia, <u>New South Wales</u> , at a place which he names Botany Bay, and continues up the eastern coast.
1772	Captain Cook sets off, in HMS <i>Resolution</i> , on his second voyage to the southern hemisphere
1773	The Boston Tea Party, a reaction to Britain's ability to levy taxes. Rising signs of discontent in America with British rule; only a matter of time before opposition turns to violence and revolt.
1774	The Spanish, now in sole occupation of the Falkland Islands, call them <i>Las Islas Malvinas</i>
1775	The American war of Independence breaks out and lasts until 1783.
1779	British explorer Captain James Cook is killed in a skirmish with natives in Hawaii over a stolen boat Joseph Banks tells a committee of the House of Commons that the east coast of Australia is suitable for the transportation of convicted felons
1783	Conclusion of the international conflict of the American War of Independence, impacted by French involvement, with the Treaty of Versailles. Britain is forced to recognise the independence of 13 colonies. Florida ceded back to the Spanish; Senegal ceded back to France. As part of the agreement however Britain retained imperial control in the West Indies and Canada.
1787	The First Fleet (eleven ships carrying about 750 convicts) leaves Portsmouth for Australia The British politician William Wilberforce, a member of the Clapham Sect, began his campaign to end slavery in British colonies. This led to a free colony being established in Sierra Leone.
1788	The first ships carrying convicted criminals from England arrived at Botany Bay, Australia. This marked the beginning of several hundred people being transported, usually for petty crimes, across the world. Arthur Phillip, selecting a suitable coastal site for the first penal colony in Australia, names the place Sydney Cove
1790	A second fleet arrives in Sydney, bringing more convicts and a regiment, the New South Wales Corps, to keep order
1791	Naval officer George Vancouver sails from Britain on the voyage which will bring him to the northwest coast of America
1795	Mungo Park sets off on his first expedition to explore the Niger on behalf of the African Association With the Dutch entering the war on the side of the French, Britain seizes their valuable Cape colony in South Africa
1798	British explorer George Bass sails round Tasmania in an open whaleboat, discovering the strait which now bears his name The British acquire a foothold in the Persian Gulf by making Oman a protectorate

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

1799	Tipu Sultan, ruler of Mysore, is killed fighting the British at Seringapatam
1801	Irish Act of Union unites Britain and Ireland.
1802	The Treaty of Amiens restores the Cape of Good Hope to the Netherlands
1804	The city of Hobart is founded on the southern coast of Tasmania
1805	Victory for <u>Nelson</u> at the <u>Battle of Trafalgar</u> allows the Royal Navy to have control of the seas.
1806	The British recapture the Cape of Good Hope from the Dutch
1807	Prohibition of shipment of slaves in British ships or to British colonies.
1809	The British impose the so-called Hottentot Code, protecting Africans at the Cape but also tying them to employers' farms Ranjit Singh, maharaja of the Punjab, agrees an eastern boundary between himself and the British in the Treaty of Amritsar
1813	English East India Company lost its trading monopoly with India.
1815	The congress of Vienna leaves the Cape of Good Hope in British hands; The Congress of Vienna was yet another attempt to establish peaceful terms between European powers. Britain returned Dutch and French colonies.
1819	Singapore founded by Sir Stamford Raffles.
1820	The newly independent republic of Argentina takes possession of <i>Las Islas Malvinas</i> (the Falklands) The first big influx of British settlers, numbering some 5000, arrives at Cape Town in South Africa
1821	The British government imposes a merger on two great squabbling enterprises in Canada, the North West Company and Hudson's Bay Company The merged Hudson's Bay Company now administers a territory stretching from the Great Lakes to the Pacific Sierra Leone, Gambia and the Gold Coast form British West Africa.
1829	James Stirling explores up the Swan River in western Australia to find a site for the settlement which he names Perth
1830	Richard Lander and his brother John explore the lower reaches of the Niger, proving that the great river is navigable
1831	The last surviving Aborigines of Tasmania are moved by the British to a small island where they soon die out HMS <i>Beagle</i> sails from Plymouth to survey the coasts of the southern hemisphere, with Charles Darwin as the expedition's naturalist
1833	Britain ejects the Argentinians from the Falklands and begins the process of settlement with British farmers The abolition of slavery throughout the British Empire.
1835	Melbourne, founded by settlers from Tasmania, develops as the centre of a sheep-rearing community
1836	A site is selected for Adelaide and emigration begins from Britain to south Australia
1839	The British seize the strategic port of Aden and administer it as a province annexed to India A British army invades Afghanistan and installs a puppet ruler, Shuja Shah, as the Afghan amir The <u>Opium Wars</u> between China and Britain, resulting from the trade of opium leading to widespread addictions. As a result the trade was forbidden in China and any opium found was destroyed. The British viewed this as an attack on free trade and destruction of British

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

	property; thus war ensued. British troops invade China after the Chinese authorities seize and destroy the opium stocks of British merchants in Canton
c. 1841	Britain sends four naval ships up the river Niger to make anti-slavery treaties with local kings Britain occupied the island of Hong Kong.
1842	The British abandon Kabul, losing most of the garrison force in the withdrawal to India and bringing to an end the first Anglo-Afghan war Treaty of Nanking concluded the Opium Wars and ceded Hong Kong to the British.
1843	The British take control of the existing Boer republic and proclaim Natal a British protectorate Maori revolt against British rule in New Zealand.
1845	The first Anglo-Sikh war breaks out between Sikh forces in the Punjab and encroaching forces of Britain's East India Company
1846	The first Anglo-Sikh war ends with the Treaty of Lahore, by which Jammu and Kashmir are ceded to the British
1848	Harry Smith annexes for Britain the land between the Orange and Vaal rivers, calling it the Orange River Sovereignty The second Anglo-Sikh war begins when a British army invades the Punjab to suppress a local uprising
1849	A British victory at the Battle of Gujarat effectively ends the second Anglo-Sikh war, and is followed by annexation of the Punjab Vancouver Island is given the status of a British crown colony, to be followed by British Columbia in 1858
1850	The British government buys the Danish fortresses on the Gold Coast, including Christiansborg castle in Accra
1851	The Australian gold rush begins with the discovery of gold fields at Ballarat and a few months later at Bendigo
1853	David Livingstone makes a heroic six-month journey from the Zambezi river to the west coast of Africa In the expectation of British and French support, the Ottoman sultan declares war on Russia - launching the Crimean War Construction of railways in India.
1854	The Boers establish the Orange Free State as an independent republic, with its own custom-built constitution Britain and France enter the war between Turkey and Russia, on the Turkish side
1855	David Livingstone, moving down the Zambezi, comes upon the Victoria Falls
1856	The treaty of Paris ends the Crimean War, limiting Russia's special powers in relation to Turkey
1857	The Indian Rebellion David Livingstone urges upon a Cambridge audience the high ideal of taking 'commerce and Christianity' into Africa Richard Burton and John Hanning Speke set off from Bagamoyo in their search for the source of the Nile The Boers of the southern Transvaal declare independence as the South African Republic
1858	Burton and Speke reach Lake Tanganyika at Ujiji, a place later famous for the meeting between Livingstone and Stanley The India Act places India under the direct control of the British government, ending the rule of the East India Company; East India Company dissolved. Speke reaches Lake Victoria and guesses that it is probably the source of the Nile

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

1861	Lagos, on the coast of Nigeria, is annexed as a British colony when the royal family prove unable or unwilling to end the slave trade
1862	<p>Speke and Grant find the Ripon Falls, over which the headwater of the Nile flows from Lake Tanganyika</p> <p>John McDouall Stuart reaches the north coast of Australia at Van Diemen's Gulf seven months after setting off from Adelaide</p> <p>The bones of Robert O'Hara Burke and William John Wills are brought back to Melbourne after the heroic failure of their attempt to cross Australia</p>
1867	<p>The British North America Act, acknowledging the fears of French Catholics in Canada, guarantees the rights of "dissentient schools"</p> <p>Four former colonies (New Brunswick, Nova Scotia, Ontario, Quebec) unite to form the new nation of Canada with Ottawa as the capital</p> <p>The Canadian nation is called the Dominion of Canada – the first example of 'dominion status' (self-governing), followed by Australia and New Zealand in 1907.</p>
1868	Britain annexes Basutoland (now Lesotho), the kingdom of the Sotho leader Moshoeshoe
1869	<p>The territory of the Hudson's Bay Company is transferred to the new state of Canada</p> <p>Britain, France and Italy take joint control of the finances of a bankrupt Tunisia</p> <p>The proprietor of the <i>New York Herald</i> gives Henry Morton Stanley a very concise commission – 'Find Livingstone'</p> <p>British explorer Samuel Baker annexes the southern Sudan, or Equatoria, on behalf of the khedive of Egypt</p>
1870	British troops were withdrawn from Australia, New Zealand and Canada.
1871	<p>18-year-old English entrepreneur Cecil Rhodes, on a temporary visit to South Africa, arrives in the new diamond town of Kimberley</p> <p>Stanley, finding Livingstone at Ujiji, greets him with four words which become famous – 'Dr Livingstone, I presume'</p>
1874	<p>The southern region of present-day Ghana becomes a British colony, to be known as the Gold Coast</p> <p>Stanley sets off from Bagamoyo, intending to resume the exploration of central Africa where Livingstone left off</p>
1876	<p>The chaotic government finances of Egypt are placed under joint French and British control</p> <p>Stanley passes Nyangwe on the Lualaba, the furthest point down the Congo river system reached by Livingstone</p> <p>India becomes the 'jewel in the crown' of Queen Victoria when Benjamin Disraeli secures for her the title Empress of India</p> <p>Leopold II hosts a conference in Brussels on the subject of opening up the African continent</p>
1877	<p>Britain annexes the Boer republic in the Transvaal</p> <p>Stanley completes his exploration of the Congo, reaching the Atlantic coast at Boma after a three-year journey</p>
1878	<p>Three British armies invade Afghanistan, beginning the second Anglo-Afghan War</p> <p>Occupation of Cyprus.</p>
1879	<p>The British find a pretext to march into the territory ruled by Cetshwayo, thus launching the Zulu War</p> <p>Zulu tribesmen surprise and annihilate a British army encamped near Isandhlwana</p> <p>Immediately after Isandhlwana a tiny British garrison at Rorke's Drift fights off an overwhelming Zulu attack</p> <p>George Goldie and British traders on the Niger form the United African Company (later the Royal Niger Company) to consolidate their interests</p> <p>The British destruction of Cetshwayo's kraal at Ulundi ends the Zulu War</p>

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

1880	The First Boer War between the British and the South African Republic.
1881	The Boers inflict a convincing defeat on a British army at Majuba, in the Transvaal The British withdraw from Afghanistan, having achieved nothing in the Second Anglo-Afghan War
1882	Anti-western riots in Alexandria result in many deaths and provoke a British invasion
1883	Mohammed Ahmed, proclaiming himself the Mahdi, defeats three Egyptian armies in the Sudan
1884	The British empire is first described as a 'Commonwealth of Nations', by Lord Rosebery speaking in Australia General Gordon marches south to protect Khartoum from the advancing forces of the Mahdi The Boer republic in the Transvaal regains its independence from Britain British general Garnet Wolseley sails from London on a mission to rescue Gordon, trapped by the Mahdi in Khartoum Bismarck invites the European powers to a West Africa Conference in Berlin
1885	Britain annexes Bechuanaland as a protectorate, to secure the route north from the Cape into central Africa
1886	Germany and Britain define neighbouring spheres of interest in east Africa The German and British agreement in east Africa creates the present-day boundary between Tanzania and Kenya
1887	A gathering of leaders from the British empire holds a colonial conference in London to coincide with Queen Victoria's jubilee
1888	The Ndebele chieftain, Lobengula, grants Rhodes mining rights in what is now Zimbabwe The Imperial British East Africa Company is given a charter to administer Kenya and Uganda
1889	Cecil Rhodes forms the British South Africa Company to push British commerce and imperial control further north. The British South Africa Co. Royal Charter was awarded; Rhodesia established. France and Britain agree colonial boundaries for Senegal and Gambia in west Africa
1890	Cecil Rhodes sends colonists to settle the newly won colony of Rhodesia Zanzibar, under its Arab sultan, is declared a British protectorate
1891	Rhodes wins the right to administer the region from the Zambezi up to Lake Tanganyika, forming present-day Zambia Britain cedes the tiny island of Heligoland to Germany in return for vast areas of Africa
1892	Frederick Lugard's Maxim machine gun settles a Protestant-Catholic clash in Kampala, the capital of Buganda The Falkland Islands, by now occupied by some 2000 settlers, become a British colony
1893	Leander Jameson, finding a pretext for war, drives Lobengula out of his kingdom in Rhodesia Mahatma Gandhi, travelling with a first-class ticket, is forcibly ejected from the carriage at Pietermaritzburg because of his colour The British Central African Protectorate is set up in the region of present-day Malawi
1894	Uganda became a protectorate.
1895	The territory south of the Zambezi is given the name Rhodesia, in honour of the man who has colonized it

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

	<p>Khama III, the king of Bechuanaland, travels to London to demand the continuing protection of the British crown</p> <p>The British government takes responsibility for Kenya, as the East Africa Protectorate</p> <p>The Jameson Raid, an unsuccessful raid by the British against the Transvaal Republic. Leander Jameson leads a disastrous raid into the Transvaal, in an attempt to topple Paul Kruger's government</p>
1896	<p>Cecil Rhodes' involvement with the Jameson raid forces his resignation as the Cape Colony prime minister</p> <p>Britain unites Buganda and three other kingdoms into the single Uganda Protectorate</p>
1897	<p>Zululand, annexed by Britain in 1887, is now merged with the colony of Natal</p> <p>Paul Kruger, prime minister of the Transvaal, forms an alliance with the other Boer republic, the Orange Free State</p> <p>The UK colonial secretary, Joseph Chamberlain, appoints enthusiastic imperialist Alfred Milner as high commissioner in South Africa</p> <p>The British burn Benin City in a punitive expedition after members of a British delegation are murdered</p>
1898	<p>French and British forces meet at Fashoda, in a potentially explosive incident in the scramble for Africa</p> <p>Kitchener's victory at Omdurman brings to an end thirteen years of rule in Sudan by followers of the Mahdi</p>
1899	<p>The Sudan begins half a century of supposedly joint rule by Britain and Egypt</p> <p>Mohammed ibn Abdullah (the Mad Mullah in British eyes) leads an uprising in British Somaliland</p> <p>Outbreak of the Second Boer War, fought between the British Empire and the two Boer States known as the Republic of Transvaal and the Orange Free State. An accumulation of tension over a century's old rivalry between the two powers, escalated by the profits gained from the Witwatersrand gold mines, led to the Boer Ultimatum.</p>
1900	<p>Paul Kruger flees after the British take Pretoria and annexe both the Boer republics</p> <p>The British government assumes direct responsibility for the entire region of Nigeria, previously entrusted to a commercial company</p>
1901	<p>Six separate Australian colonies combine to form the independent Commonwealth of Australia</p> <p>Thousands of women and children die in the concentration camps used by the British army for displaced Boer families</p>
1902	<p>A treaty at Vereeniging ends the Boer War and brings the Boer republics under British control</p> <p>After the defeat of neighbouring Transvaal in the Boer War, the British take sole control of Swaziland</p>
1903	<p>Edward VII, the first British monarch to travel to India, holds a great coronation <i>darbar</i> in Delhi</p>
1904	<p>British troops under Francis Younghusband enter Tibet's holy city of Lhasa</p>
1905	<p>Kaiser Wilhelm II visits Tangier in support of Moroccan independence, causing a diplomatic crisis with the colonial powers France and Britain</p>
1906	<p>Mahatma Gandhi, confronted by racial discrimination in South Africa, launches a programme of passive resistance (<i>satyagraha</i>)</p> <p>Transvaal is given the self-governing status promised in the treaty ending the Boer War</p> <p>The All-India Muslim League is set up at a meeting of the Muhammadan Educational Conference in Dhaka</p>
1907	<p>New Zealand becomes independent as a self-governing dominion</p>
1909	<p>Mahatma Gandhi, on a visit to India, publishes a pamphlet entitled <i>Hind Swaraj</i> ("Indian Home Rule")</p>
1911	<p>The British monarch George V holds a great <i>darbar</i> in Delhi to celebrate his coronation as emperor of India</p>

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

1913	Construction begins on the government buildings in New Delhi, designed by Edwin Lutyens and Herbert Baker
1914	British rule is consolidated in Nigeria by the merging of north and south as a single colony The British government changes the status of Egypt from a Turkish province to a British protectorate August 4 - bound by treaty to defend Belgium, Britain declares war on Germany
1915	Mahatma Gandhi returns to India after more than twenty years in South Africa
1917	The Balfour Declaration announced support for a "national home for the Jewish people" in Palestine.
1919	The Treaty of Versailles gave Germany's colonies as 'mandates' for Britain and France to administer. More than 300 die when British troops fire on a peaceful demonstration in Amritsar

Knowledge checklists

Learning Tracker – Depth Study

Overall Topic	Specific topic	Mark each on a scale of 1-5 1= very confident / sufficient / effective – 5 = action needed!					Actions needed and taken (list details)
		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?	
1 The loss of the American colonies, 1770–83	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.						
The birth of British Australia, 1788 - 1829	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 Aborigines 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.						
3 Learning	The political nature and governmental system of Upper						

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

from past mistakes: Canada and the Durham Report, 1837–40	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.						
4 Nearly losing an empire: the British in India, 1829–58	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.						
5 The Nile valley, 1882–98	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.						

Learning Tracker – Breadth Study

		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, 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							
	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 within the UK and throughout the	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							

Empire, 1763-1914	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	Mark/Grade

Folder Check Log

Date of check	Improvements	Check of improvements
	<input type="checkbox"/> Course booklet <input type="checkbox"/> Folder is well organised with unit dividers <input type="checkbox"/> Clear section marked for essays and improvements. <input type="checkbox"/> Class notes are up to date <input type="checkbox"/> Homework is up to date <input type="checkbox"/> Learning tracker (knowledge checklist) is up to date. <input type="checkbox"/> Assessment Tracker (in this booklet) is up to date <input type="checkbox"/> Evidence of a minimum of 4 hours of independent study per week, including an up-to-date reading record ((in this booklet) <input type="checkbox"/> Glossary is up to date, either in this booklet or as a separate marked section in folder) <input type="checkbox"/> Other:	
	<input type="checkbox"/> Course booklet <input type="checkbox"/> Folder is well organised with unit dividers <input type="checkbox"/> Clear section marked for essays and improvements. <input type="checkbox"/> Class notes are up to date <input type="checkbox"/> Homework is up to date <input type="checkbox"/> Learning tracker (knowledge checklist) is up to date. <input type="checkbox"/> Assessment Tracker (in this booklet) is up to date <input type="checkbox"/> Evidence of a minimum of 4 hours of independent study per week, including an up-to-date reading record ((in this booklet) <input type="checkbox"/> Glossary is up to date, either in this booklet or as a separate marked section in folder) <input type="checkbox"/> Other:	
	<input type="checkbox"/> Course booklet <input type="checkbox"/> Folder is well organised with unit dividers <input type="checkbox"/> Clear section marked for essays and improvements. <input type="checkbox"/> Class notes are up to date <input type="checkbox"/> Homework is up to date <input type="checkbox"/> Learning tracker (knowledge checklist) is up to date. <input type="checkbox"/> Assessment Tracker (in this booklet) is up to date <input type="checkbox"/> Evidence of a minimum of 4 hours of independent study per week, including an up-to-date reading record ((in this booklet) <input type="checkbox"/> Glossary is up to date, either in this booklet or as a separate marked section in folder) <input type="checkbox"/> Other:	

Reading Log

Date	Title of Article	Summary of reading & relevancy to the course

Glossary

[illegible]