

Past-paper walk-through

State Expansion from 1750 to 1900 ■ 6.2

eXercise

Questions in this set

- 2025 Set 2 Q2
- 2024 Set 1 Q4
- 2024 Set 2 Q2

Reading the mark scheme

- **B1** a mark that stands on its own – the point is either made or not.
- **M1** a *method* mark: the right approach, even if the number is wrong.
- **A1** an *answer* mark, and it usually needs its M mark first.
- **C1** a working mark on the way to the answer.
- **//** separates answers the examiner accepts equally.
- **ecf** = error carried forward: a later part is marked on your own earlier answer.
- **owtte** = “or words to that effect” – the wording need not match.

Question 2

2025 Set 2 ■ Q2

4 “White folk who want to help Africa must be prepared to work with Africans on the basis of complete racial equality. If the United States...is really worried about Communism taking root in Africa and wants to prevent such a disaster from taking place, [as a former communist] I can offer an assurance against it.¹ This assurance will not only prevent Communism, but endear the people of the great United States forever to the Africans. Instead of supporting the discredited system of colonialism by propping up the European regimes with military and financial aid, let American statesmen make a bold gesture to the African in the spirit of the anti-colonialist tradition of 1776. This gesture should take the form of an aid package for Africa similar to the Marshall Plan.”² Source: George Padmore, Afro-Caribbean intellectual, essay published while he lived in London, 1956 1: Padmore spent much of the 1920s and 1930s as a supporter of communism but became disillusioned with Soviet leader

Question 2

Joseph Stalin. 2: an initiative by the United States to provide aid to Western Europe after the end of the Second World War

Respond to parts A, B, and C.

- (a)** Identify one reason United States officials were concerned about communism as noted in the first paragraph of the passage.
- (b)** Describe the historical situation that resulted in the “system of colonialism” referred to by the author in the second paragraph of the passage.
- (c)** Explain one way the source reflects the political situation in Africa during the second half of the twentieth century.

Solution 2

(a) Mark scheme

- Identify one reason United States officials were concerned about communism as noted in the first paragraph of the passage. (1 point) — accept any: The Cold War struggle between pro- and anti-communist forces played out on a global scale, including the African continent.; United States officials were concerned that the Soviet Union would seek to spread its support for communism to the developing world.; United States officials may have been concerned that if one African country were to fall under the influence of the communist Soviet government, more African countries may follow suit.

Solution 2

(b) Mark scheme

- Describe the historical situation that resulted in the “system of colonialism” referred to by the author in the second paragraph of the passage. (1 point) — accept any: Beginning in the fifteenth century, European states began establishing trading post empires on the coasts of Africa to obtain slaves and sought-after trade goods.; In the nineteenth century, Great Britain, France, and Germany, and, to a lesser extent Portugal, Spain, and Italy, carved out and took over most of the territory of the African continent in the “Scramble for Africa.”; Economic and military rivalries between European powers as well as resistance and/or accommodation from African rulers and states shaped the process of European

Solution 2

colonization.; In a small number of African territories, European migration resulted in the establishment of settler colonies.

Solution 2

(c) Mark scheme

- Explain one way the source reflects the political situation in Africa during the second half of the twentieth century. (1 point) — accept any: The source's reference to the impending threat of communism becoming established in Africa reflects the political situation in Africa during the Cold War as the United States and Soviet Union were jostling for influence.; The author's reference to the "discredited system of Colonialism" by Europeans shows the ongoing struggle of many African nations to liberate themselves from imperialism.; The author's reference to "an aid package for Africa similar to the Marshall Plan" associates the continent's struggle to rebuild during decolonization with the rebuilding of Europe after the Second World War.

Question 4

2024 Set 1 ■ Q4

Respond to parts a, b, and c.

(a) Identify ONE way Asians resisted Western imperialism in the period circa 1800–1914.

(b) Explain ONE way European imperialism changed the cultures of peoples in Asia in the period circa 1800–1914.

(c) Explain ONE way European imperialism in Asia contributed to changes in the global economy in the period circa 1800–1914.

Solution 4

(a) Mark scheme

- Identify ONE way Asians resisted Western imperialism in the period circa 1800–1914. (1 point) — accept any: Asians resisted Western imperialism by organizing rebellions. [Note: Student responses could include specific examples, such as the Boxer Rebellion or Sepoy Rebellion, but they are not required.]; Some Asian states such as Japan resisted Western imperialism by modernizing their states and militaries.; Some Asian leaders began to organize nationalist or anticolonial movements to protest Western imperialism and call for independence.; Mohandas Gandhi and others used nonviolence to resist Western imperialism.

Solution 4

(b) Mark scheme

- Explain ONE way European imperialism changed the cultures of peoples in Asia in the period circa 1800–1914. (1 point) — accept any: When Europeans conquered Asian countries, those societies lost the ability to govern themselves and control their own laws and societies.; Some Asian societies or ruling elites chose to selectively Westernize by adopting Western-style clothing and military structures.; Western Christian missionaries spread their religion and culture in many regions of Asia.; The spread of European influence in countries such as Japan, the Ottoman Empire, and Persia/Iran contributed to a turning away from traditional culture and the adoption of many elements of Western material culture, especially among the elites.

Solution 4

(c) Mark scheme

- Explain ONE way European imperialism in Asia contributed to changes in the global economy in the period circa 1800–1914. (1 point) — accept any: The global economy changed because Japan successfully industrialized to compete with European states.; European imperialism in Asia changed the global economy and greatly weakened Asian states, such as India and China, by making them uncompetitive globally and harming or destroying their manufacturing industries.; Following the Opium Wars, Europeans and the United States created economic spheres of influence in China, which affected both the global balance of power and diplomatic relations among Western powers.; European imperialism in Asia changed the global economy because local populations in the colonies were forced

Solution 4

to export their raw materials at discount rates to Europe and then buy finished goods that were produced in Europe, leading to a deepening of global economic inequalities.

Question 2

2024 Set 2 ■ Q2

Graduation Ceremony at a Christian Theological Seminary in Northern India, 1897 © The Trustees of the British Museum The image shows two British missionaries (second row, center) surrounded by Indian graduates. The seminary (religious school) was founded in 1871 to educate and train Indian missionaries.

Using the image, respond to parts a, b, and c.

- (a)** Identify ONE development during the period 1450 to 1750 that contributed to the activities shown in the image.
- (b)** Explain ONE reason why imperialist governments often supported activities of the type shown in the image during the nineteenth and early twentieth centuries.
- (c)** Explain ONE way indigenous peoples in Africa and/or Asia resisted the spread of the cultural practices reflected in the image during the nineteenth and early twentieth centuries.

Question 2



Solution 2

(a)

Mark scheme

- Identify ONE development during the period 1450 to 1750 that contributed to the activities shown in the image. (1 point) — accept any: Western missionaries tried to spread Christianity in Africa and Asia.; Christianity spread as imperial powers conquered new territories.; Christianity transformed some local religious practices and customs.

Solution 2

(b) Mark scheme

- Explain ONE reason why imperialist governments often supported activities of the type shown in the image during the nineteenth and early twentieth centuries. (1 point) — accept any: Christian missionaries directly supported the “civilizing” or “Christianizing” mission that the imperial powers saw as a rationale for colonization.; Christian missionaries often brought supplies and gave aid to local communities, which both legitimized imperialism and lessened government costs.; By spreading Christian beliefs, European Christian missionaries often legitimized imperialism.; Imperial states often needed missionary schools to provide Western education for local populations in order to serve in colonial administrations.

Solution 2

(c) Mark scheme

- Explain ONE way indigenous peoples in Africa and/or Asia resisted the spread of the cultural practices reflected in the image during the nineteenth and early twentieth centuries. (1 point) — accept any: Some Asian governments tried to prevent or limit Christian missionaries from entering their countries, and in some cases expelled Christian missionaries who were already in the countries.; Some African cultures maintained traditional religious beliefs by blending older practices with Western Christianity.; In both Africa and Asia, popular uprisings targeted Christian missionaries in an effort to force them out of the country; for example, during the Boxer Rebellion in China, the 1857 Rebellion in India, or the Cattle Killing Movement in South Africa.