

Past-paper walk-through

Indigenous Responses to State Expansion from 1750 to 1900 ■ 6.3

eXercise

Questions in this set

- 2024 Set 1 Q4
- 2024 Set 2 Q2
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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 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.

Question 1

2023 Set 1 ■ Q1

“The fall of the modern European empires was as rapid as their rise had been, and in most places the reasons for their downfall were similar. Ultimately all [empires] had maintained their rule through [acceptance by conquered peoples] rather than by force or the threat of force. . . . What had applied to the Roman Empire also applied to the British and the French, the German, and, ultimately, even the Russian: subject peoples were only to remain in subjection so long as at least a significant number of them could see some benefit to them in so doing. Resistance to any kind of rule requires organization and courage. In the case of resistance to colonial rule, however, it also requires some vision of a better future in some postcolonial world. It requires an ideology capable of mobilizing those who might otherwise be prepared to accept the status quo as merely inevitable. Ironically, this ideology was provided by the same refashioning of society that had been the driving force behind most modern

Question 1

imperialism, namely nationalism.” Source: Anthony Pagden, British historian, *Peoples and Empires*, 2003

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

- (a)** Identify ONE claim that the author makes in the passage.
- (b)** Explain how ONE development in the second half of the twentieth century could be used to support the author’s claim about nationalism in the second paragraph.
- (c)** Explain how ONE development from the nineteenth or twentieth century could be used to challenge a claim that the author makes in the first paragraph.

Solution 1

(a)

Mark scheme

- Identify ONE claim that the author makes in the passage. (1 point) — accept any: The author claims that modern European empires fell rapidly.; The author claims that nationalism was the cause of resistance to colonial empires.; One claim that the author makes is that subject peoples were willing to remain subjugated by a colonial power if a significant number of them saw benefits from such subjugation.

Solution 1

(b) Mark scheme

- Explain how ONE development in the second half of the twentieth century could be used to support the author's claim about nationalism in the second paragraph. (1 point) — accept any: Nationalist sentiments increased in the second half of the twentieth century and led revolutionaries to overthrow governments.; The Indian independence movement was largely driven by nationalists who wanted to end British colonial rule.; The Vietnamese resistance movement against French rule was an example of nationalist resistance that supports the author's argument.; Nationalist resistance in Africa supports the author's claim because nationalist leaders such as Kwame Nkrumah led the struggle for independence based on self-governance and economic development.

Solution 1

(c) Mark scheme

- Explain how ONE development from the nineteenth or twentieth century could be used to challenge a claim that the author makes in the first paragraph. (1 point)
— accept any: The author's claim is challenged by the many examples of colonial resistance to imperial rule.; The author's claim is challenged by examples of European colonial powers managing to retain colonies well into the 1970 or 1980s (for example, the Portuguese maintaining control of Angola or Mozambique).; Relatively few colonial subjects welcomed invitations to integrate politically with the imperial "motherland" or become full citizens (as demonstrated by the case of Senegal or Algeria in the French Empire).

Question 1

2023 Set 2 ■ Q1

“Late Ottoman society underwent significant modernization, a process that was both caused and accelerated by the state reorganization program, Tanzimat, beginning in 1839. . . . Modern-educated Ottomans soon began to emphasize in their writings the importance of European sciences. . . . Science was seen by many officials and learned figures as the only tool to solve the problems of the empire. . . . This elite group of Westernized Ottoman intellectuals . . . even adopted the belief in the supremacy of science in all aspects of life and proposed to adopt a completely [Westernized] worldview. However, this [Westernized Ottoman] elite was not the only group that focused on modern European thought. Extreme views . . . sparked opposition, especially among religious circles, but they also kindled a general curiosity among . . . a new generation of modern Ottoman religious scholars who emphasized an alternative approach toward modernization. [These scholars] proposed to combine their traditional

Question 1

heritage with modern ideas and methods . . . [and], while advocating the adoption of industrialization and political reforms, rejected a cultural identification with the West.” M. Sait Özervarli, historian, “Alternative Approaches to Modernization in the Late Ottoman Period,” scholarly article, published in 2007

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

- (a)** Identify ONE nineteenth-century development in the Ottoman Empire that led to the launch of the reform program mentioned in the first paragraph.
- (b)** Identify ONE argument made in the passage concerning the Ottoman elites and modernization in the nineteenth century.
- (c)** Explain how ONE OTHER non-Western state’s attempts to modernize in the nineteenth century led to conflicts among members of the elite similar to those described in the passage.

Solution 1

(a)

Mark scheme

- Identify ONE 19th-century development in the Ottoman Empire that led to the launch of the reform program mentioned in the first paragraph. (1 point)
— accept any: Economic pressure from industrializing states in Europe.; The adoption of Western-style schools led to the launch of reform programs.; The Ottoman Empire endured losses of territory as a result of the spread of nationalism among its subjects.

Solution 1

(b)

Mark scheme

- Identify ONE argument made in the passage concerning the Ottoman elites and modernization in the 19th century. (1 point) — accept any: The author believes the Ottoman Empire was becoming more modern and technologically advanced.; The author argues that elites in the Ottoman Empire were deeply divided on how to best implement reforms.; The author argues that the Ottoman government's modernization program (Tanzimat) led to broader changes and debates in Ottoman society over the question of reforms.

Solution 1

(c) Mark scheme

- Explain how ONE OTHER non-Western state's attempts to modernize in the 19th century led to conflicts among members of the elite similar to those described in the passage. (1 point) — accept any: The Meiji Reforms in Japan sparked considerable resistance from traditional elites.; Like in the Ottoman Empire, Qing China's modernization programs, such as the Self- Strengthening Movement, created deep divisions among Chinese elites on the question of how much modernization China needed.; In India, which experienced a variety of kinds of British colonialism, there were conflicts between different groups about how much Western-style government or industrialization they should adopt.; In imperial Russia, the question of modernizing the empire's autocratic political system led to

Solution 1

divisions among radical Westernizers and conservative groups who opposed rapid change.