

Cambridge International AS & A Level History

9389 Component 3: Interpretations question (source-based)

The Causes and Impact of British Imperialism, c.1850–1939

For examination from 2016

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Introduction

Recommended prior knowledge

Most learners taking this component will have studied History at IGCSE, GCSE or O Level, and will already have taken the Cambridge International AS History examination. These courses will have equipped them with some background in the subject. However, for this component no specific prior knowledge is required.

Context

From their previous studies learners will have developed some understanding about the methods of the subject, and in particular will be familiar with working with sources. However, they will have had less exposure to historians' interpretations and the issues raised by differences between these interpretations.

Outline

The main focus of the study is on what historians have written about the topic, but to enable learners to understand and analyse these interpretations they will also need to acquire a broad contextual knowledge of the topic itself, although this knowledge will never be directly tested for its own sake in the examination.

In this scheme of work the topics of component 3 are presented in two parts:

- **Part A. Subject content.** The over-arching key question, '*What motives explain British Imperialism in this period?*', covers each of the key content events and developments of the syllabus.
- **Part B. Historians' interpretations.** The over-arching key question, '*How have historians of British Imperialism differed in their interpretations and approaches?*', covers each of the key approaches in the syllabus.

Key: whole class (**W**), group work (**G**), pair (**P**) and individual activities (**I**), as well as homework (**H**), are indicated within this scheme of work.

Resources

The resources for this syllabus, including textbooks endorsed by Cambridge, can be found at www.cie.org.uk and Teacher Support <http://teachers.cie.org.uk>.

Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. As such, all textbooks endorsed by Cambridge for this syllabus are the ideal resource to be used alongside this scheme of work and are listed on www.cie.org.uk.

Non-endorsed textbooks. Where other textbooks have shown to be useful for some learning objectives they are referred to by the first author. These include:

General Introductions for all three topics

Arnold, JH. *History: A Very Short Introduction*, Oxford University Press 2000

Evans, RJ. *In Defence of History*, Granta Books 1997

Tosh, J. *The Pursuit of History*, (5th edition), Routledge 2010

Secondary texts for learners – Topic 1: The Causes and Impact of British Imperialism, c.1850–1939

Smith, SC. *British Imperialism 1750–1970*, Cambridge University Press 1998

McDonough, F. *The British Empire 1815–1914*, Hodder Education 1994

Porter, B. *The Lion's Share: A History of British Imperialism, 1850 to the Present*, Pearson Education 2012 (5th edition)
Holland, A, and Holland, A. *OCR History B: Different Interpretations of British Imperialism, c1850–c1950*, Pearson Education 2010

Other useful texts

Bush, J. *Edwardian Ladies and Imperial Power*, Leicester University Press 2000
Cain, P, and Hopkins, A. *British Imperialism, Innovation and Expansion*, Longman 1993 (or *British Imperialism: 1688–2000*, Routledge (2nd edition) 2001)
Davies, L, and Huttenback, R. *Mammon and the Pursuit of Empire*, Cambridge University Press 2009
Ferguson, N. *Empire: How Britain Made the Modern World*, Penguin 2004
Fieldhouse, D. *Economics and Empire, 1830–1914*, Palgrave Macmillan 1984
Hobsbawm, E. *Industry and Empire*, Penguin (2nd edition) 1999
Hobson, JA. *Imperialism: A Study*, (London 1902), Cosimo Classics 2005
Hyam, R. *Empire and Sexuality: The British Experience*, Manchester University Press 1990
Hyam, R. *Understanding the British Empire*, Cambridge University Press 2010
Lenin, VI. *Imperialism: The Highest Stage of Capitalism*, (1916) Penguin Classics 2010
MacKenzie, JM. *Propaganda and Empire*, Manchester University Press 1988
Newsinger, J. *The Blood Never Dried: A People's History of the British Empire*, Bookmarks 2013
Robinson, R, Gallagher, J, and Denny, A. *Africa and the Victorians*, Palgrave Macmillan (2nd edition) 1982
Said, E. *Culture and Imperialism*, Vintage (new ed.) 1994
Schumpeter, JA. *Imperialism and the Social Classes*, (London 1951) Kessinger Publishing 2010

DVD/YouTube

The TV series *Empire: How Britain Made the Modern World* by Niall Ferguson is available on YouTube
DVD: *Empire*, by Jeremy Paxman, BBC 2012
The Empire of Good Intentions, Part 14 of Simon Schama's BBC series *History of Britain*, is on YouTube
Feature films/DVDs dealing with aspects of imperialism, e.g. *A Passage to India* (1984), *Gandhi* (1982), *The Kitchen Toto* (1987), *The Jewel in the Crown* (1984), *White Mischief* (1987).

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge International Examinations is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The particular website pages in the learning resource column of this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

Useful websites include:

www.britishempire.co.uk
http://bylochacon.com/Films_Dealing_with_Imperialism.html

Part A: Subject content

Although the examination on this component focuses on the ability to recognise the essential features of historians' interpretations, learners' ability to succeed in this will, to a great extent, depend on their understanding of two more fundamental questions:

- **Why do historians produce different interpretations of the same events?**
- **Why do historians adopt different approaches to the same events?**

There are many excellent books which explore and discuss the nature of the historian's work. Learners will benefit from using at least one of these throughout the course as a point of reference which can be consulted as a source of more general ideas than the topic-specific material they are studying in class. Some suggestions, varying in length and complexity, are:

John H Arnold, *History: A Very Short Introduction*, Oxford University Press 2000

Richard J Evans, *In Defence of History*, Granta Books 1997

John Tosh, *The Pursuit of History* (5th Edition), Routledge 2010

Learners need to be familiar with the areas of content listed below in order to understand how historians differ in their interpretations of them. Whilst factual knowledge is not tested for its own sake in the examination, it is required for learners to be able to identify, understand and explain the differences in the interpretations they will study. In practice this means that they should acquire a sound, general understanding of the period, rather than detailed knowledge. The content themes should be taught before you move on to the consideration of historians' interpretations. Whether this means that all the content is introduced before any interpretations are covered, or whether the teaching of a content theme is followed by consideration of interpretations on that theme, is for you to decide.

Key question: What motives explain British Imperialism in this period?		
Key content	Suggested teaching activities	Learning resources
The nature and extent of British imperial rule	<ul style="list-style-type: none"> • Introduction: watch Paxman <i>Empire, part 1: A Taste for Power</i> (W) • Teacher-led introductions on the following topics: (W) <ul style="list-style-type: none"> ◦ <i>What was the extent of the British Empire in the first half of the nineteenth century?</i> ◦ <i>Why was Britain able to acquire an Empire?</i> ◦ <i>How was it ruled?</i> ◦ <i>What was it for?</i> ◦ <i>How was it changing?</i> ◦ <i>Case studies of British rule, e.g. India, Canada, Caribbean.</i> ◦ <i>The significance of moves towards free trade.</i> • Learner research using textbooks and internet. (I) (H) • In groups or pairs, learners prepare and give presentations on British rule in different colonies. 	<p>Textbooks</p> <ul style="list-style-type: none"> • McDonough, Chapters 1 and 2. • Porter Chapter 1 <p>DVD</p> <ul style="list-style-type: none"> • Paxman <i>Empire</i>, part 1

Key question: What motives explain British Imperialism in this period?		
Key content	Suggested teaching activities	Learning resources
	How similar was the nature of British rule in different colonies? (W) (G) (I) (H)	
Formal and informal Empire	<ul style="list-style-type: none"> • Introduction: watch Paxman <i>Empire part 4: Making a Fortune</i> (W) • Teacher-led introductions on the following topics: (W) <ul style="list-style-type: none"> ◦ <i>What is the distinction between formal and informal empire?</i> ◦ <i>Was either more important to Britain?</i> ◦ <i>Was either preferred more by Britain?</i> • Learner research using textbooks and internet. (I) (H) • Class discussion: 'What is an Empire? How would you define it? What was unusual about the British Empire?' Learners discuss these issues in small groups, and then groups compare conclusions with the whole class. (W) (G) 	Textbooks <ul style="list-style-type: none"> • Porter Chapter 2 DVD <ul style="list-style-type: none"> • Paxman <i>Empire</i>, part 4
The 'New Imperialism', after c.1870	<ul style="list-style-type: none"> • Teacher-led introductions on the following topics: <ul style="list-style-type: none"> ◦ <i>How did the nature of British imperialism change after c.1870?</i> ◦ <i>What were the reasons for this?</i> ◦ <i>Britain and the 'Scramble for Africa'.</i> • Learner research using textbooks and internet. (I) (H) • Debate: <i>How new was the 'New' Imperialism?</i> Learners will need to prepare arguments on both continuities and changes in the nature of British Imperialism after c.1870. (W) (H) 	Textbooks <ul style="list-style-type: none"> • McDonough Chapter 3 • Porter Chapter 4
Impacts of Empire on those who were colonised: developing challenges to imperial rule	<ul style="list-style-type: none"> • Introduction: watch Paxman, <i>Empire part 5: Doing Good</i> (W) • Teacher-led introductions on the following topics: <ul style="list-style-type: none"> ◦ <i>How did British rule impact on those ruled?</i> ◦ <i>What were the good and bad aspects of imperial rule?</i> ◦ <i>Case study on the Indian Mutiny: mutiny, rebellion or war of independence?</i> ◦ <i>Why did the Empire decline?</i> (W) • Learner research using textbooks and internet. (I) (H) • Class discussion: 'The British Empire was a force for good, not evil'. Learners prepare arguments on both sides, and in class construct a balance sheet (good/evil) as a basis for reaching a conclusion. (W) (H) • Research: <ul style="list-style-type: none"> ◦ <i>When did the Empire begin to decline?</i> ◦ <i>How can you tell it was declining?</i> 	Textbooks <ul style="list-style-type: none"> • McDonough Chapters 4 and 7, • Porter Chapters 3, 8 and 9 DVD <ul style="list-style-type: none"> • Paxman <i>Empire</i>, part 5

Key question: What motives explain British Imperialism in this period?		
Key content	Suggested teaching activities	Learning resources
	<ul style="list-style-type: none"> ○ <i>What made it decline?</i> <p>Learners are allocated one of these three questions to prepare presentations for the whole class. (W) (G) (H)</p>	
Impacts of Empire on the metropole	<ul style="list-style-type: none"> • Teacher-led introductions on the following topics: (W) <ul style="list-style-type: none"> ○ <i>How important was the Empire to Britain – economically, militarily, culturally?</i> ○ <i>How imperialist were the British people?</i> • Learner research using textbooks and internet. (I) (H) • Debate: ‘How much did Britain benefit from having an Empire?’ Learners are divided into two groups (Yes – a lot / No – not much) to present the arguments. (W) • Discussion: <i>is it possible to know how much the British people as a whole supported the idea of Empire? What kinds of evidence can be used to cast light on this issue?</i> (W) (G) 	Textbooks <ul style="list-style-type: none"> • McDonough Chapter 5
Gender and Empire	<ul style="list-style-type: none"> • Teacher-led introductions on the following topic: <ul style="list-style-type: none"> ○ <i>How did the Empire affect gender roles and relationships within the ruling elite and between rulers and ruled?</i> (W) • Learner research using textbooks and internet. (I) (H) • Research could focus on finding out about the social lives of the British men and women who lived in the colonies – how did the responsibilities of running the Empire affect human relationships? (I) • Discussion: <i>what are the particular problems in finding evidence about the impact of Empire on gender roles and social relationships?</i> (W) 	Textbooks <p>Teacher-prepared materials from sources, e.g.</p> <ul style="list-style-type: none"> • Hyam, <i>Empire and Sexuality: The British Experience</i> • Bush, <i>Edwardian Ladies and Imperial Power</i>

Part B: Historian's interpretations

Learners need to explore the following issues through the interpretations and approaches of different historians:

- *Why and how did Britain acquire an Empire?*
- *What was the nature of the British Empire?*
- *Why did the Empire decline?*

Key question: How have historians of British Imperialism differed in their interpretations and approaches?		
Key approaches	Suggested teaching activities	Learning resources
Introduction to interpretations on British Imperialism	<ul style="list-style-type: none"> • Learners are given two extracts from historians' writings about the same aspect of Imperialism, e.g. <ul style="list-style-type: none"> ◦ <i>who wanted an Empire,</i> ◦ <i>the impact of Empire on those colonised,</i> ◦ <i>the cultural impact of Empire on the British.</i> It is vital that these two extracts should give sharply contrasting interpretations of the issue. As a homework task, learners are asked to identify the differences between the extracts. (H) • In class, these differences can be collated and classified <ul style="list-style-type: none"> ◦ which are points of <i>detail</i>, ◦ which are points of <i>argument</i> (i.e. interpretative points, but not sufficient in themselves to identify the historian's overall interpretation), ◦ and finally <i>the essential difference in the interpretation</i> as a whole. The ability to distinguish the qualitative differences between these points is fundamental to the assessment of this component, and should be underlined by you at every opportunity. (W) • In groups, learners can consider the question '<i>What reasons might there be for the differences in these two interpretations of the same aspect of Imperialism?</i>'; and prepare five-minute presentations of their conclusions. (W) (G) • You will want to ensure that discussion of these presentations covers the following issues (as appropriate to the extracts chosen): <ul style="list-style-type: none"> ◦ the fragmentary nature of historical evidence; ◦ the selection and interpretation of evidence; ◦ the ways that the passage of time can change the focus of historians' views, with the emergence of new evidence or new interpretations of other historians; ◦ the ways that historians are influenced by the time and place in which they work; ◦ how different historians ask different questions about their field of study; 	

Key question: How have historians of British Imperialism differed in their interpretations and approaches?		
Key approaches	Suggested teaching activities	Learning resources
	<ul style="list-style-type: none"> how historians' approaches are influenced by their own ideology and beliefs (e.g. by focusing on issues of class, gender, the role of structures) the inter-relationship between historians' interpretations and approaches. <p>This approach to helping learners analyse contrasting interpretations can be repeated as required throughout the course as more aspects of the historiography of the Empire are covered.</p>	
How can the acquisition of Empire be explained?	<ul style="list-style-type: none"> Teacher-led introduction: (W) <ul style="list-style-type: none"> <i>What are the main features of interpretations on how the acquisition of Empire can be explained?</i> <i>Why and how do interpretations about this issue differ?</i> Learners are given an extract which encompasses an interpretation. (W) <ul style="list-style-type: none"> As a class, read through the extract and discuss each section. Class discussion: <i>how you can identify the interpretation and approach of the historian?</i> Make a list of guidance points to help learners when they look at the next interpretation. 	<p>Teacher-generated collection of material from e.g.</p> <ul style="list-style-type: none"> Hobsbawm, <i>Industry and Empire</i>, to illustrate importance of technological changes.
How far can Empire be explained in economic terms: the Hobson-Lenin interpretation and their critics?	<ul style="list-style-type: none"> Teacher-led introduction: (W) <ul style="list-style-type: none"> <i>What are the main features of the Hobson-Lenin economic interpretation of Empire?</i> <i>How was it criticised?</i> In pairs, learners are given an extract which encompasses the Hobson-Lenin interpretation, and are asked to prepare a draft answer for class discussion on how you can identify the interpretation and approach of the historian, using the guidance devised by the class in the previous lesson. (P) (H) Feedback from pairs and discussion of similarities and differences in answers, to help learners understand how to identify the interpretation and approach of the historian. (W) (P) 	<p>Teacher-generated collection of material from e.g.</p> <ul style="list-style-type: none"> Hobson, Lenin to illustrate the interpretation, and from critics e.g. Schumpeter <i>Imperialism and the Social Classes</i>, who advanced alternatives.
How far was there change, and how much continuity, in imperial policy?	<ul style="list-style-type: none"> Teacher-led introduction: (W) <ul style="list-style-type: none"> <i>How were interpretations based on the idea of 'mid-Victorian indifference' to Empire criticised by e.g. Gallagher and Robinson?</i> Learners are given an extract which encompasses a criticism of the idea of 'mid-Victorian indifference', and are asked to prepare a draft answer for class discussion on how you can identify the interpretation and approach of the historian. They should complete the task individually, before feedback and discussion as a whole class. (W) (I) (H) 	<p>Teacher-generated collection of material regarding controversy of period of indifference to Empire in mid-Victorian Britain leading to debate over formal and informal Empire, e.g.:</p> <ul style="list-style-type: none"> Gallagher and Robinson, <i>Africa</i>

Key question: How have historians of British Imperialism differed in their interpretations and approaches?		
Key approaches	Suggested teaching activities	Learning resources
		<i>and the Victorians</i>
Top-down approaches: explanations stressing the role of social elites, 'gentlemanly capitalism'	<ul style="list-style-type: none"> Teacher-led introduction: What are the main features of interpretations stressing the role of social elites – 'gentlemanly capitalists'? (W) Arrange a number of workstations around the room, each with a source which encompasses the 'gentlemanly capitalism' interpretation. Learners are asked to visit each workstation and complete a table to show the interpretation identified in each extract, and the approach of the historian. Whole class feedback on findings. (W) (I) Re-visit the original question: what are the main features of interpretations stressing the role of social elites – 'gentlemanly capitalists'? (W) 	Teacher-generated collection of material from e.g. <ul style="list-style-type: none"> Cain and Hopkins, <i>British Imperialism, Innovation and Expansion</i>
How far were imperial decisions made at the metropole and how far at the periphery?	<ul style="list-style-type: none"> Teacher-led introduction: (W) <ul style="list-style-type: none"> <i>What are the main features of interpretations on the significance of decisions made at the periphery?</i> <i>What role do they still allow for the role of the metropole?</i> In pairs, learners are given a range of interpretations discussing the importance of decisions made at the periphery, and are asked to prepare a presentation for the class, focusing on the questions above. Class presentations, then discussions on each interpretation – how did learners identify the approach and interpretation of each historian? (W) (P) 	Teacher-generated collection of material from e.g. <ul style="list-style-type: none"> Gallagher and Robinson, <i>Africa and the Victorians</i> Fieldhouse, <i>Economics and Empire</i>
Approaches focusing on the periphery: the impact of Empire on individual places and peoples	<ul style="list-style-type: none"> Teacher-led introduction: (W) <ul style="list-style-type: none"> <i>What are the main features of interpretations focusing on the impact of Empire at the periphery?</i> Learners are given an extract which encompass interpretations of the impact of empire at the periphery, and are asked to prepare a draft answer for class discussion on how you can identify the interpretation and approach of the historian. (W) (I) (H) 	Teacher-generated collection of material from e.g. <ul style="list-style-type: none"> E Said, <i>Culture and Imperialism</i>
Why was the Empire in decline by 1939?	The following three lessons should focus on the next three key approaches. <ul style="list-style-type: none"> Teacher-led introduction – a summary of: (W) <ul style="list-style-type: none"> <i>What are the main features of interpretations of the decline of Empire?</i> <i>What are the main features of interpretations on the impact of 'New Imperialism' on British society?</i> <i>What are the main features of interpretations on gender and Empire?</i> 	Teacher-generated collection of material from e.g. <ul style="list-style-type: none"> B Porter, <i>The Lion's Share</i>, chapters 8 and 9

Key question: How have historians of British Imperialism differed in their interpretations and approaches?		
Key approaches	Suggested teaching activities	Learning resources
	<ul style="list-style-type: none"> Learners are divided into three groups, each group with a responsibility to plan and prepare a presentation for the whole class on their allocated key content/approach. The three pieces to be allocated are: (G) (I) <ol style="list-style-type: none"> <i>Why was the Empire in decline by 1939?</i> <i>Empire and culture: how the Empire was perceived and represented, the impact of Empire on British society</i> <i>Gender and Empire: how important was the contribution of women in the Empire?</i> <ul style="list-style-type: none"> Learners are given materials from the suggested learning resources and should ensure their presentations include several extracts and clearly show the approach and interpretation of each historian. Depending on time, each group could prepare a worksheet or notes for the rest of the class to use in conjunction with their presentation. You will need to guide and advise groups in their research and presentations. It is up to you to decide on how long learners may spend on this research, dependent on allocated teaching time, syllabus yet to cover, etc. (W) (G) (H) 	
Empire and culture: how the Empire was perceived and represented, the impact of Empire on British society	<ul style="list-style-type: none"> Continued group work, as above. (G) (H) 	Teacher-generated collection of material from e.g. <ul style="list-style-type: none"> J M MacKenzie, <i>Propaganda and Empire</i>
Gender and Empire: how important was the contribution of women in the Empire?	<ul style="list-style-type: none"> Group presentations (from group work above). It is vital here that you ensure the key points of each interpretation are clearly presented, so there is good whole class understanding, but prior teacher guidance should ensure this. (W) (G) 	Teacher-generated collection of material from e.g. <ul style="list-style-type: none"> R Hyam, <i>Understanding the British Empire</i> R Hyam, <i>Empire and Sexuality: The British Experience</i>, J Bush, <i>Edwardian Ladies and Imperial Power</i>
The balance sheet of Empire: who lost and who	<ul style="list-style-type: none"> Teacher-led introduction: (W) <ul style="list-style-type: none"> <i>What are the main features of current interpretations on the balance sheet of Empire - was</i> 	Teacher-generated collection of material from e.g.

Key question: How have historians of British Imperialism differed in their interpretations and approaches?		
Key approaches	Suggested teaching activities	Learning resources
gained?	<p><i>it beneficial to the rulers and/or the ruled?</i></p> <ul style="list-style-type: none"> Learners are given extracts which encompass interpretations of the balance sheet of Empire, and are asked to prepare a draft answer for class discussion on how you can identify the interpretation and approach of the historians. (W) (H) 	<ul style="list-style-type: none"> Davies and Huttenback, <i>Mammon and the Pursuit of Empire</i>, (for economic impact on Britain) N Ferguson, <i>Empire: How Britain Made the Modern World</i> (positive impact) J Newsinger, <i>The Blood Never Dried: A People's History of the British Empire</i> (negative impact).

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