



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

Study Source 1 in the Sources Booklet before you answer this question.

- 1 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.

(Total for Question 1 = 20 marks)

Source for use with Question 1.

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.

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. 5

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. 10 15 20

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. 25 30

Mechanics of the Question

Assess the value of **SOURCE** for X and Y.

Explain your answer, using the **SOURCE** and the information given about its **ORIGIN** and your **OWN KNOWLEDGE ABOUT THE HISTORICAL CONTEXT**.

Value =

noun

1. the regard that something is held to deserve; the importance, worth, or usefulness of something.
"your support is of great value"
synonyms: worth, usefulness, advantage, benefit, gain, profit, good, help, merit, helpfulness,

The answer will need to use the SOURCE & OWN KNOWLEDGE to assess TWO DIFFERENT PURPOSES, considering the ORIGIN and CONTEXT of the source.

Q. element	What to do / use
Value for X	Use the Source, the information about the Origin and the Context.
Value for Y	Use the Source, the information about the Origin and the Context.

Key Factors to remember when answering a 'How far did X cause Y' question

- Have a deep knowledge of who wrote the source, what they wrote, when they wrote it and why they wrote it. Remember, all sources are constructs; they were written / produced for a reason. This is usually to make others think / feel / act in a certain way. Does the author represent a credible standpoint on the subject? Are they in a position to know about the subject in question? What were their motives for producing the source? Were they in a position to represent a particular viewpoint / influence actions of others e.g: a government and its policies?
- Interrogate the evidence of the source in relation to both enquiries separately (X & Y), confidently and selectively. Make reasoned inferences and show a range of ways the material can be used, for example by distinguishing between information (facts) and claim or opinion (biased / subjective elements).
- Use your 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.

- Begin your enquiry with an introduction that makes an explicit judgement on the value of the source for each of the two enquiries separately.
- Evaluate the source material, using valid criteria which are justified and fully applied. Take into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguish between the degree of certainty with which aspects of it can be used as the basis for claims.
- Use rich and forensic own knowledge (where appropriate) to support the points that you make.
- You must highlight the limitations of the source for each of the two enquiries. Do not accept everything that it says at face value. You must critique.
- Consider the role, perspective and insight of the source creator. For instance, a Private in the Army during WW1 might have had a good perspective on life in their section of a trench network, but might not be as much of an authority on the overall tactics / progress / strategic direction of the war as, for instance, a General or Field Marshall. The same could be true in reverse. Similarly, does the author have an 'axe to grind', or any idiosyncratic circumstances that may impact on their assessment, such as a grudge against a Government official or policy?
- WHO – WHAT – WHERE – WHEN – WHY – IN WHAT FORMAT – AUDIENCE.
- CONTENT – NATURE – ORIGIN – PURPOSE - AUDIENCE

A-Level Markscheme

Generic Level Descriptors: Section A

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

Level	Mark	Descriptor
	0	No rewardable material.
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.

Scaffolding

Section	Requirements	Sentence / Paragraph Starters
Intro	Clear judgement on each of the two enquiries separately.	Source Z is valuable to a (limited / large) extent for revealing (ENQUIRY X) but its value for (ENQUIRY Y) is (limited / amplified) by the (provenance / context / etc.) of the source.
Enquiry X	Use the: CONTENT OWN KNOWLEDGE PROVENANCE ORIGIN CONTEXT To reach a mini judgement about the value of the source for this Enquiry.	<p>There is a (great deal / limited amount) of evidence in Source Z which is valuable for ... (Enquiry X)</p> <p>When (author) states ... this indicates that ... furthermore ...</p> <p>Indeed (quote / own knowledge) was a major contributing factor to the problems / issues outlined in Source Z for ... which suggests that ...</p> <p>(Quote / Claim) adds to / diminishes the credibility of ... which is further supported by ...</p> <p>Source Z claims, which is true / misleading as ... (use precise own knowledge to support / challenge claim).</p> <p>The account considers / ignores ... which suggest that / would indicate ... AUTHOR was / was not in a position to know / to suggest / would have a vested interest in ... This is supported by (own knowledge of context / origin).</p> <p>Therefore, Source Z is valuable for revealing ENQUIRY X to a great / limited extent, but it is limited / greater in value in some respects due to (limitations of outlook, role, perspective, etc)</p> <p>The claim that "QUOTE" suggests a degree of / that ... This is supported / challenged by the fact that ... furthermore ...</p> <p>This testimony / account is in the form of a (NATURE OF SOURCE) with the purpose of this source to ... adding to / diminishing the credibility / reliability of his evidence.</p> <p>The reliability of Source Z as evidence for ENQUIRY X is supported / challenged by the fact that (element of source which accords with / challenges the reality of the situation)</p> <p>AUTHOR, writing in Source Z, would be aware / unaware of ... (ISSUE). Therefore it can be seen that whilst Source Z ... it has limited / greater value for ...</p>

Enquiry Y	<p>Use the: CONTENT OWN KNOWLEDGE PROVENANCE ORIGIN CONTEXT</p> <p>To reach a mini judgement about the value of the source for this Enquiry.</p>	<p>There is also a substantial degree of / limited evidence in Source Z for ... (Enquiry Y)</p> <p><u>Same answer stems as above.</u></p>
Judgement	<p>Separate judgements on the value of the Source for each specific enquiry,</p>	<p>In conclusion, Source Z is valuable to a large / limited extent for ENQUIRY X & Y.</p> <p>The value of Source Z's evidence in regard to ENQUIRY X / Y is greater due to the location / position / insight / circumstances of the writer.</p> <p>AUTHOR is well / ill informed about (issue) and can therefore write / produce a valuable / limited assessment of....</p> <p>The value of the testimony is limited / increased somewhat by his narrow / privileged view of</p> <p>However, the value of Source Z for ENQUIRY X / Y is severely limited / improved by (insight / perspective / views / background / input / role, etc).</p> <p>Overall, Source Z does therefore provide some valuable insight into answering the question, but this is limited to a small / large extent due to the position and role of the writer.</p>