

A new focus on The British Empire c1500–present

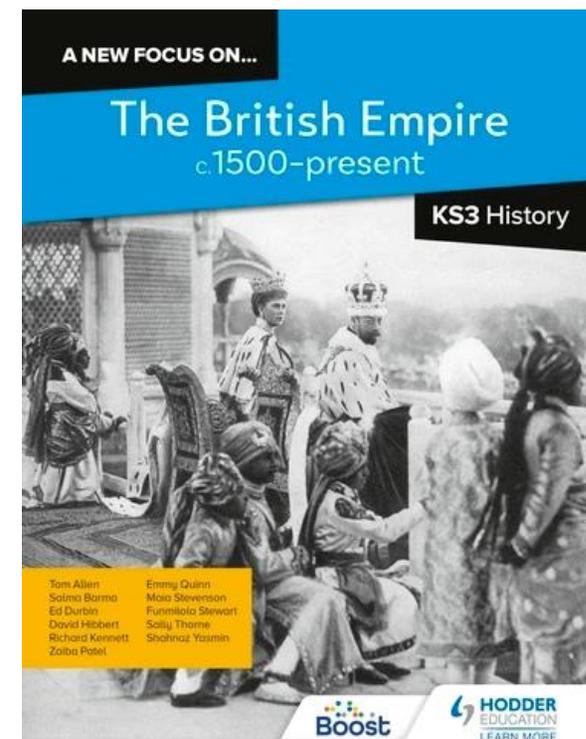
Questions and answers

This booklet is a guide to the questions we pose in the textbook and some suggested answers. For each question in each chapter we have given some general points that you might be looking for in a strong answer to that question and some misconceptions to avoid.

The answers that we have provided below are not designed to be comprehensive answers that detail the historical knowledge a student would provide. That level of detail is simply in the text we have provided in each chapter. Instead, the answers we have provided are the features of a typically strong answer.

Some spaces in the table below are purposely blank, e.g. where we do not feel there are common misconceptions that need to be pointed out.

The table below includes all the chapters that are either structured as questions or have additional questions within them. Please note that some chapters, like our 'A closer focus on' chapters, do not have any questions nor are they framed as a question hence they are not included below.



1.1 Ireland: What did colonisation mean for the Irish people?

<p>Main chapter question: What did colonisation mean for the Irish people?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Acknowledge that this changes over time. Colonisation under the Normans was different to colonisation under Cromwell. ● Include knowledge that this question varied depending on where you were in Ireland, for example this was more significant for people in Ulster. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That colonisation was the same throughout this 400-year period.
<p>End question: What methods did the English use to colonise Ireland? (page 7)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Not shy away from exploring the use of violence used by the English. ● Explain that these methods changed over time. 	
<p>End question: How did the Irish people resist English colonisation? (page 7)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Highlight examples of resistance from different time periods. 	

1.2 America: What can we learn from the story of the Roanoke colony?

<p>Main chapter question: What can we learn from the story of the Roanoke colony?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Show that the Empire was not secure or successful in the first years. ● Consider that some of the main features and methods of the Empire were still present in these early days, e.g. violence and mistreatment of Indigenous people. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That the mystery element of Roanoke is the most important thing we remember.
<p>End question: How did the people from Secotan and Croatoan react differently to the arrival of the English? (page 9)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Show that different groups reacted in clearly different ways. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That all Indigenous Americans reacted to English colonisation in the same way.
<p>End question: What does the story of the Roanoke colony tell us about how powerful England's empire was in the 1580s? (page 9)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Explain that the Empire in these early days was weak. It could not hold on to what was in essence a village. ● Understand that, contrary to the attitudes of the colonists, the English way of life was not 'superior'. If there <i>were</i> any English survivors from Roanoke, they only lived by adapting to Algonquian ways. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That Roanoke was a successful first colony. ● That because the Empire eventually became powerful, it was always powerful, and this was a result of special characteristics the English had.

1.3 America: How did Algonquian people react to English colonisation?

<p>Main question (and end question): How did Algonquian people react to English colonisation?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> • Understand that Algonquian people reacted to the English in many different ways, from co-operation to many different forms of resistance. • Understand that the Algonquians were individuals who had their own reasons for acting in the ways that they did. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> • That all Algonquians reacted in the same way, either as passive victims or as violent insurgents. • That Algonquian culture was ‘wiped out’ by colonisation.
<p>Source question: What do the figures in the table on this page suggest about the challenges Algonquian people faced? (page 10)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> • Understand the overwhelming number of English colonists arriving in North America and the challenges this posed to Algonquian resistance. • Understand the crucial role played by enslaved Africans in the economic development of the early colonies. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> • That English colonies were successful because the English were somehow ‘superior’. The early colonies were marked by disaster and only survived because many new colonists came to replace those who had died.
<p>End question: Why might some of these stories, like those of Pocahontas and Thanksgiving, be remembered more than others in America today? (page 11)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> • Consider the powerful role played by popular interpretations of the past. • Evaluate the comforting myths that have grown around some parts of the colonisation of North America and the silences that exist around others. 	

1.4 The Caribbean: How did the Caribbean become ‘the hub of the British Empire’?

<p>Main question: How did the Caribbean become ‘the hub of the British Empire’?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> • Understand that this is an unfolding narrative. The British takeover of the Caribbean had different stages, from the suppression of the Indigenous People, to the use of indentured labour, to the use of enslaved Africans. • Make it clear that the process of how the Caribbean became the hub of the British Empire was inhumane and brutal at all stages. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> • That enslaved people endured these conditions with no resistance. Resistance is a key facet of the Caribbean empire and this needs to be emphasised.
<p>End question: What methods did the British use to enforce control in the Caribbean? (page 17)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> • Obviously consider the conditions and treatment of the enslaved population of the Caribbean. But really strong answers will move beyond this and explain how this was enshrined in legislation. Answers may also consider how the British controlled the region economically. 	

End question: How did the Caribbean change as a result of the British Empire? (page 17)	A strong answer will: <ul style="list-style-type: none"> Emphasise the scale of change. The Caribbean changed utterly under British rule. It meant the removal of the Indigenous People and an economy based on slavery. Consider change in different themes, e.g. that the Caribbean changed socially, politically, economically and environmentally. 	Misconceptions to avoid: <ul style="list-style-type: none"> That the Taino or Carib people are not part of this narrative and that the Caribbean really begins once the British arrive.
1.5 India: How did a British company begin an empire?		
Main question: How did a British company begin an empire?	A strong answer will: <ul style="list-style-type: none"> Appreciate that the British gained a significant foothold in India through a range of different methods – war, economics, politics and manipulation. Consider the impact of this takeover of power on the Indian people themselves. This took a huge toll and removed indigenous power. Think about perspectives. The answer to this question is different if you consider the answer from a British person at the time to an Indian at the time. 	Misconceptions to avoid: <ul style="list-style-type: none"> Robert Clive is the hero of this story. Even at the time, people in Britain criticised his involvement in India.
Source question: What do you think is the intended impression of this image? (page 19)	A strong answer will: <ul style="list-style-type: none"> State that this image is designed to shock and scare the British people. Consider the intended impact of such an image on the British people. 	Misconceptions to avoid: <ul style="list-style-type: none"> That this is an accurate image of the Black Hole of Calcutta and should be taken at face value.
End question: How did the East India Company establish power in this period? (page 21)	A strong answer will: <ul style="list-style-type: none"> Understand that the British used a range of methods to gain control. The most obvious is that they used violence. Consider how the British used manipulation to control Indian leaders. 	Misconceptions to avoid: <ul style="list-style-type: none"> That the British established power with ease and the people of Bengal did not resist this takeover.
End question: What was the impact of the growth of the East India Company? (page 21)	A strong answer will: <ul style="list-style-type: none"> Consider more than just the famine of 1769 and importantly will consider the importance of the end of the rule of the Nawab of Bengal. 	

1.6 America: What was the impact of the American Revolution?

Main question: What was the impact of the American Revolution?

A strong answer will:

- Evaluate the impact on different groups, as suggested in the question below.
- Understand the impact on the wider Empire – the ‘swing to the East’ which moved focus to India and Australia, while also maintaining a presence in Canada and the Caribbean.

Misconceptions to avoid:

- That the American Revolution represented liberty and equality for all.
- That the American Revolution meant the Empire no longer had a presence in the Americas.

End question: What were the main changes and continuities in the effects the American Revolution had on the different groups of people mentioned in this chapter? (page 23)

A strong answer will:

- Show that there were changes for some after the American Revolution. A small minority of white, property-owning men gained new political rights.
- Show that for other groups, the American Revolution represented continuity. Indigenous Americans continued to be forced from their land. From its British origins, American slavery continued, and even expanded, under the new independent government of the USA.

1.7 Britain: How did the early British Empire change Britain?

Main question: How did the early British Empire change Britain?

A strong answer will:

- Appreciate that the impact of the British Empire on Britain was wide and multi-faceted.
- Begin to weigh up the different impacts and consider which had a long-term impact and which had a short-term impact.

Misconceptions to avoid:

- That the impact of the British Empire was purely economic. It was not. The Empire affected a range of different elements in Britain.

2.1 The Caribbean: Did emancipation make colonial subjects free?

Main question: Did emancipation make colonial subjects free?

A strong answer will:

- Explain that although formerly enslaved people were now technically free, there were many restrictions over their lives that meant they were far from free.
- Consider if indentured labour was in essence a new form of slave labour.
- Show that widespread resistance proves that people were so angry with their lack of freedom that this turned to rebellion.

Misconceptions to avoid:

- Formerly enslaved people now had the same rights as other free people.

End question: How convincing do you

A strong answer will:

<p>find the view that colonial subjects in the Caribbean became 'free' in 1834? (page 35)</p>	<ul style="list-style-type: none"> ● Give a strong judgement and use evidence to support their answer. ● Answers to this question will be very similar to above. 	
<p>End question: Natasha Lightfoot has written a book about Antigua following emancipation. Her book is entitled <i>Troubling Freedom</i>. Why do you think she chose this title? (page 35)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Unpick the title, <i>Troubling Freedom</i>, and define what this means. ● Link evidence from this chapter to the title, e.g. the Morant Bay rebellion as an example of troubling freedom. 	
<p>2.2 India: How did Indians resist expanding Company Rule?</p>		
<p>Main question: How did Indians resist expanding Company Rule?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Understand that Indians resisted Company Rule in different ways throughout this unfolding narrative. For example, in the early years they might mention Tipu, but add that later on the methods and reasons for resistance changed. ● Really strong answers might move beyond simply thinking of resistance as violence, e.g. the Tipu tiger artefact is itself resistance. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● Resistance was just violent protest.
<p>End question: What were the main features of British colonial rule in India? (page 39)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Explain that British colonial rule in India had different facets. Part of their rule was obviously linked to conquest and war (Tipu), but they also controlled through legislation. ● Consider that British rule also involved economic power. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● Railways massively benefitted the Indian people.
<p>End question: Did colonial rule in India change or stay the same between 1764 and 1857? (page 39)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Explain the extent of change. British rule obviously did change but strong students will use language that shows they understand the scale of the change. ● Emphasise how some aspects of British rule increased or decreased during this period, e.g. the use of violence. ● Consider reasons why British rule changed, e.g. due to increasing levels of resistance. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● British rule was exactly the same in 1764 and 1857.
<p>2.3 India: How did the British Raj change the lives of Indian people?</p>		
<p>Main question: How did the British Raj change the lives of Indian people?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Consider how different groups were affected by British rule, 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That the Indian people were one homogenous

	<p>e.g. the ayahs compared with Indian princes.</p> <ul style="list-style-type: none"> ● Explain how different methods changed the lives of the Indian people, e.g. violence vs legislation. ● Look at the attitudes towards the Indian people themselves and how Indians were increasingly seen as inferior. ● Focus on the impact on independence movements. 	<p>group. There was great diversity amongst the Indian people and different groups were affected by British rule in different ways.</p>
<p>End question: How were the lives of the Indian people changed by the creation of the British Raj? (page 43)</p>	<p>See the answer above as this question is deliberately very similar.</p>	
<p>End question: How does the rule of the British Raj compare with the earlier rule of the East India Company? Are there any similarities? (page 43)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Look at similarities and differences between Company Rule and the British Raj. ● Similarities could focus on the use of suppression. ● Differences could focus on the changing attitudes towards Indian people. ● Some students might also want to compare the impact on independence movements of the two rules. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That Company Rule and the British Raj were either exactly the same or completely different. The two rules shared some key features but were also distinct.
<p>2.4 China: How did British imperialism affect China?</p>		
<p>Main question: How did British imperialism affect China?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Explain how British imperialism led to two wars – the Opium Wars. ● Consider the impact on the Chinese people, in particular the rising numbers addicted to opium. ● Analyse the ‘unequal treaties’ and the impact on the Qing dynasty. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That China was a colony in the British Empire. It was not. But it still felt the direct impact of British imperialism.
<p>End question: Why might many Chinese people see the period from the 1840s to the 1940s as a ‘century of humiliation’? (page 47)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Explain how the Qing dynasty was weakened by British imperialism through trade, war and treaties. ● All of these three things humiliated the Qing dynasty as the British gained the upper hand in all of them. 	
<p>End question: What were the key features of British imperialism in China? (page 47)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Consider that British imperialism in China involved forced trade, war and unequal treaties. ● Very strong students might be able to make comparisons with other countries that became full colonies as these features are 	

	very similar.	
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2.5 Australia: What did British colonisation mean for the First Peoples of Australia?

<p>Main question: What did British colonisation mean for the First Peoples of Australia?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Recognise that this is an unfolding narrative and that colonisation changed over time. ● Colonisation meant the suppression of the First Peoples through war, legislation and land. ● Recognise that First Peoples played an active role in the process of colonisation either through resistance or collaboration. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That all First Peoples were impacted by British colonisation in exactly the same way. ● That First Peoples were passive victims of colonisation. ● That colonisation completely wiped out Indigenous Australian cultures.
<p>End question: In what different ways did First Peoples respond to colonisation? (page 51)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Show that different people have responded in different ways at different times. ● Initially there was toleration, but at other times there was resistance and collaboration. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That all First Peoples responded to British colonisation in exactly the same way.
<p>End question: What does the protest at the Australian War Memorial tell us about the impact of colonisation on First Peoples? (page 51)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Show that the impact of colonisation is still felt to this day. This feeling is particularly raw and painful for the First Peoples of Australia. ● Explore what the protest and the memorial show about how the history of colonisation is remembered – or not remembered – and the reasons for that. 	

2.6 New Zealand: What was the impact of British colonisation on the Māori?

<p>Main question: What was the impact of British colonisation on the Māori?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Explain clear examples of how British colonisation changed the Māori. These might include trade, war, legislation and migration. ● Consider that the impact of colonisation affected different Māori in different ways and that the responses of the four chiefs exemplifies this. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That all Māori were impacted by British colonisation in the exact same way.
<p>Source question: What do you think the artist is trying to suggest about the arrival of the British in the drawing? (page 52)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Think about the details in this rich image. ● The image implies this is a mutual trade deal between equal parties. ● There is no suggestion of violence. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That this image is childlike. ● That the Māori were ‘inferior’ or ‘uncivilised’ – avoid letting students accept a colonial view at face value.

<p>Source question: What does the image suggest about how British attitudes towards the Māori had changed after the New Zealand Wars? (page 54)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Focus on the emphasis of violence in this image. ● Explain that this emphasises the colonial trope that the Māori were savages. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● Do not take this image at face value. It is ‘of its time’ and needs to be analysed in this way.
<p>End question: What do the stories of the four chiefs on page 54 suggest about different Māori responses to European settlement? (page 55)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Consider the diversity of response and that this shows us that the story of colonisation is complex. ● Compare similarities and differences between these four responses. ● Consider the active role that Māori leaders played in the process of colonisation. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That all Māori responded in exactly the same way. ● That Māori had no influence on the colonisation of New Zealand.
<p>End question: How did migration to New Zealand change the lives of British people? (page 55)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Consider the opportunities and fears that the British people might have had moving across the globe. ● Consider the material benefits of colonisation for British migrants. 	
<p>2.7 Africa: What stories can we tell about the British colonisation of Africa?</p>		
<p>Main question: What stories can we tell about the British colonisation of Africa?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Recognise that we need to tell multiple stories about colonisation in Africa as there was great diversity in the treatment these people received and the features of British rule. ● Despite the above, attempt to pick out some similarities and differences in the stories of colonisation. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● Homogenising the African experience of colonisation. Diversity of experience is key to understanding.
<p>Source question: British newspapers often used images like this to report on events in Africa. How does this illustration make the British soldiers seem heroic? (page 58)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Pick out key features from the source, possibly highlighting the positioning of the British troops and emphasising the Zulu running away. ● Notice that the only British soldiers portrayed are cavalrymen on horseback. The machine guns and heavy artillery (which might seem a less ‘heroic’ way to fight) are not included in the image. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● To take this source at face value.

<p>Source question: What does this object suggest about British rule in Nigeria? (page 61)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Recognise the size of the white British man at the front of the boat in comparison to the Nigerians behind. ● Spot that the Nigerians are working hard whilst the British man suns himself doing nothing. ● Think about why the sculptor might have made an object like this and what that suggests about the attitudes of Nigerians to the British. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● To take this source at face value.
<p>End question: What methods did the British use to colonise Africa? (page 61)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Attempt to pick out similarities from the stories we have provided. A student might highlight the use of war or violence, the use of treaties, the removal of artefacts, and 'divide and rule' policies. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● The Berlin Conference was the moment when Africa was 'carved up' by European powers: it was an important event, but the process of colonisation continued – and was resisted – in the decades after 1884.
<p>End question: In what ways did African people respond to British colonialism? (page 61)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Emphasise resistance and pick some key examples from the stories provided. ● Appreciate that some of these stories also show collaboration and that responses were complicated. 	
<p>2.8 Ireland: How did the Irish respond to British rule in the nineteenth century?</p>		
<p>Main question: How did the Irish respond to British rule in the nineteenth century?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Explain the growing resistance to British rule and the rise of Nationalism. ● Explain the rise of Unionism. ● Consider the complexity of the Irish story and that making generalisations is at best extremely difficult. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That every Irish person turned to Nationalism and hated the British. The actual story is far more complicated.
<p>Source question: What do you think the artist wanted readers to think about the famine? (page 63)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Consider that this is highly likely to be an exaggerated scene. ● Explain the purpose of such an image for a British audience. 	

<p>End question: How did the British try to control the Irish people and reduce rebellion? (page 63)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Include the use of violence and suppression. 	
<p>End question: What was the impact of the actions of the British on the Irish people during the Great Hunger? (page 63)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Focus on the Great Hunger and the consequences of this event. ● Explain the impact of British actions on the rise in Nationalism. ● Potentially consider the long-term impacts of the above and how this might affect events in the next century. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That the Great Hunger was solely the fault of the British. Although British rule played a part in this it was one factor amongst many.
<p>2.9 Britain: How did the British Empire change Britain in the nineteenth century?</p>		
<p>Main question: How did the British Empire change Britain in the nineteenth century?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Appreciate that the impact of the British Empire on Britain was wide and multi-faceted. ● Begin to weigh up the different impacts and consider which had a long-term impact and which had a short-term impact. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That the impact of the British Empire was purely economic. It was not. The Empire affected a range of different elements in Britain.
<p>3.1 Ireland: What is the story of 20th century British rule?</p>		
<p>Main question: What is the story of 20th century British rule in Ireland?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Appreciate that this is a complex story with many parts. ● Include Home Rule, the impact of the First World War, the Easter Rising, the partition of Ireland. ● Consider turning points in the story, e.g. was the start of the First World War the most important turning point? 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That this is a simple story. It is anything but!
<p>Source question: What is the artist trying to say about the Easter Rising? (page 72)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Use the details in the source to answer the question. A student might include the chaotic nature of the scene, the volume of injury, the bravery of the individuals. ● Possibly mention that this is by a British artist and how this might have influenced the work. 	
<p>End question: Why do you think the Easter Rising is commemorated each year even though it was unsuccessful? (page 73)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Consider reasons why a failed uprising is still commemorated and what this tells us about Nationalist feeling in Ireland. ● Think about the legacy of Empire and that what this commemoration tells about the legacy. 	

<p>End question: Today Sinn Féin MPs still refuse to take their seats in the Westminster Parliament. What does this tell you about the legacy of the British Empire in Ireland? (page 73)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Consider the impact of partition. They might consider this in multiple ways – socially, politically and religiously. ● Consider the impact in the short term and the long term. 	
<p>3.2 How did the people of the British Empire experience the First World War?</p>		
<p>Main question: How did the people of the British Empire experience the First World War?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Understand that there is not a single answer to this question. Different people experienced the First World War in different ways. ● Students should look for the similarities between the experience in some of the colonies, but also highlight the major differences. ● Consider how race affected the experience of war. ● Analyse the consequences of the war. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● There was a homogenised imperial experience of the First World War. ● That the First World War just meant the Empire providing troops. This was significant but the experience of war was much wider than this.
<p>End question: What do the different experiences of colonial soldiers tell us about the British Empire in the early twentieth century? (page 77)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Appreciate that the diversity of experiences of colonial soldiers highlights the diversity of British rule and British colonies. There was not a homogenous British Empire and this diversity reflects this. 	
<p>3.3 Iraq: How did Iraq experience British rule?</p>		
<p>Main question: How did Iraq experience British rule?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Include the British mandate, the aerial bombing to crush rebellion, the establishment of a new king and trading oil. ● Consider how similar British rule in Iraq was to one of the official colonies of the Empire. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That Iraq was an official colony of Britain.
<p>End question: Iraq was not an official colony of the British Empire, but it had some similar experiences of British rule to other colonies. What features of colonial rule elsewhere were present in Iraq under the British mandate? (page 79)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Consider the key features of British rule. This might include the suppression of rebels, the use of violence (bombing), trade deals, the establishment of new rulers. ● Possibly include some comparison with other places under British rule and consider similarities and differences. Palestine would be a good comparison. 	

3.4 Palestine: What were the consequences of British rule in Palestine?

<p>Main question: What were the consequences of British rule in Palestine?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Appreciate the sensitivity and complexity of this history. ● Consider the short- and long-term consequences of the decisions the British made, in particular around following the Balfour Declaration, the treatment of Arab resistance movements and the nature of leaving Palestine in 1948. ● Possibly include some comparison with other places under British rule and consider similarities and differences. Iraq would be a good comparison. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● This is a topic where it is easy to have misconceptions and/or cause offence. We highly recommend that for this topic you stick to the text of these two pages. These pages have been more thoroughly checked and reviewed than any other in the book.
<p>End question: What were the consequences of British rule in Palestine for Jewish and Palestinian Arab people? (page 81)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Follow the points above but will tie these points to the two main groups affected. 	

3.5 India: How did Indians challenge British rule after the First World War?

<p>Main question: How did Indians challenge British rule after the First World War?</p>	<p>See the answer below as this question is deliberately very similar.</p>	
<p>End question: How did Indians resist British rule? (page 85)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Outline the different tactics, both peaceful and more direct, which Indians used in the aftermath of the Rowlatt Act. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That there was only one type of resistance to the British.
<p>End question: How did Indians react to the British actions in 1919? (page 85)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Include different types of reaction, from explicit calls for independence, to Gandhi's different forms of satyagraha, to the poetry of Subhadra Kumari Chauhan and the actions of Rabindranath Tagore and Nehru. 	<ul style="list-style-type: none"> ● That all Indians reacted in the same way to the events of 1919.
<p>End question: How did British rule in India in 1919 differ from British rule before 1919?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Evaluate the huge impact of the Rowlatt Act on the citizens of India. ● Stronger answers will note the continuities between Dyer's 'fancy punishments' and oppression before 1919. 	

3.6 What did the Second World War mean for the British Empire?

<p>Main question: What did the Second World War mean for the British Empire?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Recognise the different reasons people went to war. ● Explain the impact of the Second World War on the British Empire in terms of resource shortages, racism and segregation. ● Consider the impact of the Second World War on the Empire itself, including the connection between the War and decolonisation. 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That the Second World War just meant the Empire providing troops. This was significant but the experience of war was much wider than this.
<p>End question: Re-read Ebou Janha’s story on page 86. How far were his experiences of war similar to the experiences of other people in the British Empire? (page 89)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Weigh up the similarities and differences and directly compare. ● Use specific examples to compare, e.g. the Indian National Army. 	
<p>End question: Many historians identify the Fall of Singapore as a key moment in the history of the British Empire. Why do you think this is? (page 89)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Explain why the Fall of Singapore was a turning point, recognising that it was a key moment in the British losing prestige in the region. 	

3.7 India: Why was 1947 such a significant year in the history of the Indian subcontinent?

<p>Main question: Why was 1947 such a significant year in the history of the Indian subcontinent?</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Explain the significance of Indian Partition. ● Include the road to independence, religious violence, Partition and consequences. ● Consider the scale of this event. ● Think about significance in a variety of ways. When was this significant? Who was it significant for? 	<p>Misconceptions to avoid:</p> <ul style="list-style-type: none"> ● That this is a simple story. It is not. It is deeply complicated and its consequences are still very much felt to this day.
<p>End question: What can you learn about the impact of Partition from the interview extracts on this page? (page 95)</p>	<p>A strong answer will:</p> <ul style="list-style-type: none"> ● Consider the opportunities and limitations of oral history. ● Think about each of the four extracts. Students should consider the similarities and differences between them. 	

3.8 How did Britain's colonies break free after the Second World War?

Main question: How did Britain's colonies break free after the Second World War?	A strong answer will: <ul style="list-style-type: none">● Explain that there is not a single answer to this question.● Reflect that colonies broke free in a multitude of ways and use one or two specific stories to support their answer.	Misconceptions to avoid: <ul style="list-style-type: none">● That this is a simple story and all colonies broke free for the same reasons in the same way.
End question: Look back at the list of reasons for post-war decolonisation on page 97. Which case studies provide support for each one? (page 101)	A strong answer will: <ul style="list-style-type: none">● Find a case study for each of the six reasons on page 97.● Recognise that some stories overlap reasons and actually can be used to illustrate multiple reasons.	
End question: Why do you think historians have struggled to agree on the story of decolonisation?	A strong answer will: <ul style="list-style-type: none">● Explain that this is a really complicated story and was very different in different locations. Therefore trying to bring this into a single narrative is near impossible.● Recognise the difficulty of source material about decolonisation from the story of the work of Caroline Elkins.	

3.9 Britain: How did the British Empire change Britain in the twentieth century?

Main question: How did the British Empire change Britain in the twentieth century?	A strong answer will: <ul style="list-style-type: none">● Appreciate that the impact of the British Empire on Britain was wide and multi-faceted.● Begin to weigh up the different impacts and consider which had a long-term impact and which had a short-term impact.	Misconceptions to avoid: <ul style="list-style-type: none">● That the impact of the British Empire was purely economic. It was not. The Empire affected a range of different elements in Britain.
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