

Name:.....

School:.....



WINCHESTER
COLLEGE

Election

History

May 2019

Total time allowed: 1 hour 30 minutes

You may have 10 minutes to study the source documents before the examination starts.

Answer ALL questions in Section A and ONE question from Section B.

Total marks for Section A: **30**. Total marks for Section B: **20**.

Please start Section B on a fresh sheet of paper.

Section A: European Imperialism

The following sources concern European rule over their colonies in the late nineteenth and early twentieth centuries. You are not expected to know anything about the material. If you do, deploy your knowledge only to further your analysis of the sources.

You are advised to spend about 50 minutes on this section of the paper.

Source A:

From a speech called 'The True Imperialism' given in Birmingham by Lord Curzon, the former Viceroy of India, in 1907.

Wherever the Empire has extended its borders, there misery and oppression, anarchy and destitution, superstition and bigotry, have tended to disappear, and have been replaced by peace, justice, prosperity, humanity and freedom of thought, speech and action... Imperialism is animated by the supreme idea, without which it is only as sounding brass and tinkling cymbal, viz. the sense of sacrifice and duty.

Source B:

Source B is a transcript of an audio recording of Vwa Mak, a Nigerian villager. He was speaking aged 86, in 1977, about a day in 1905 when the British first came to his village, Riyom.

The white man that came to Riyom, came with many soldiers. By then we had already heard that some white things were setting villages on fire... When the white man was not allowed to be the chief, he grew annoyed and set the chief's house on fire. We, having no knowledge of matches, thought he produced fire with his fingers. It was then we knew these white things were exceptional and really thought they were not human beings because no human being could be so wicked.

Source C:

From 'The Settlers' Guide. Greater Britain in 1914: A Summary of the Opportunities offered by the British Colonies to Settlers of All Classes', written in 1914.

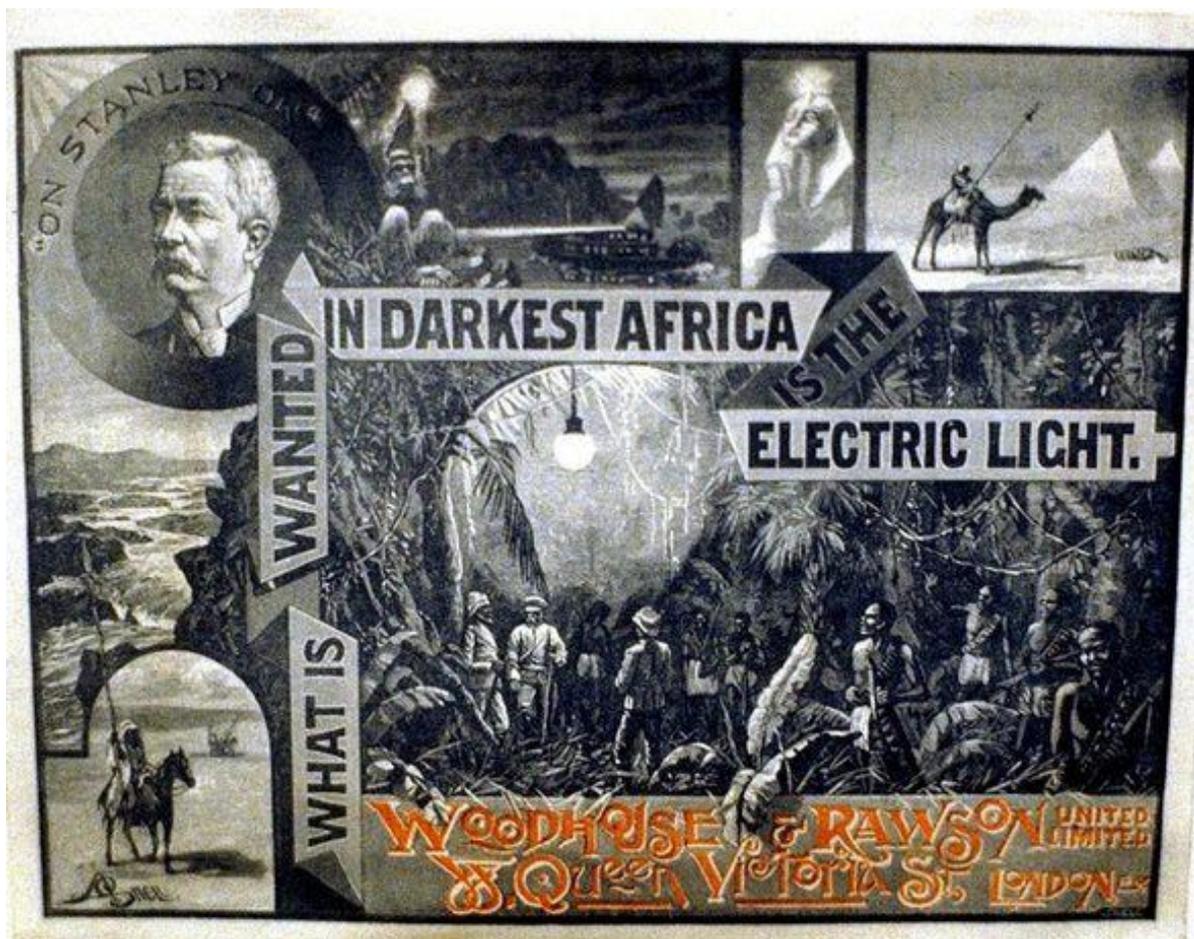
British East Africa, the only British colony actually traversed by the equator, lies south of Italian Somaliland and north of German East Africa and fronts the Indian Ocean with a seaboard of about 450 miles.

The population in 1911 consisted of 3,256 whites – 2,071 males and 1,185 females, and 2,399,607 natives and coloured.

The native races are numerous and of varied origin; in the Nyanza Province the Kavirondo predominate and supply the best farm and plantation labourers of the Protectorate. They are remarkable for the curious habit of wearing no clothes whatever. In the Naivasha Province the Masai are the most important tribe. They are essentially a fighting race; as their tribal customs debar them from working and barter, their ultimate future must offer a difficult problem. Kenia and Ukamba Provinces are peopled by the Ki-kuyu, with a temperamental as opposed to a caste prejudice against work. The Wa-kamba have a curious aptitude for controlling machinery. The Swahili is an excellent agriculturalist, a good servant generally clean in his person and altogether of a higher type than the inland tribes. The East Indian population is considerable; some 25,000 coolies of a low type were employed in the construction of the Uganda Railway, and the majority remained in the country on completion of the line.

Source D:

This is an advertisement for the electricity and engineering company Woodhouse and Rawson, produced in 1890. It celebrates H.M. Stanley (top left) who was famous for leading an expedition (1886-89) into the African interior to rescue Emin Pasha, the besieged governor of Equatoria (now a region of Southern Sudan, then part of the British Empire).



Source E:

A British army officer writes in his diary about a disagreement he had with the British High Commissioner in Kenya in 1905. The diaries were published in 1957.

He amazed me with his views of the future of East Africa. He envisaged a thriving colony of thousands of Europeans with their families, the whole of the country... divided up into farms: the whole of the Rift Valley cultivated or grazed, and the whole country... under white settlement. He intends to confine the natives to reserves and use them as cheap labour on farms. I suggested that the country belongs to Africans and that their interests must prevail... He would not have it...

Source F:

E. Alexander Powell, a member of the American consular service in Egypt, describes conditions in German East Africa in 1913.

There is not a town in German East Africa where you cannot see boys from eight to fourteen years shackled by chains running from iron collar to iron collar, and guarded by soldiers loaded with rifles, doing the work of men under a deadly sun. Natives with bleeding backs are constantly making their way into British and Belgian territory with tales of maltreatment by German planters, while stories of German tyranny, brutality and corruption – of some instances of which I myself was a witness – were staple topics of conversation on every club veranda and steamer's deck along these coasts.

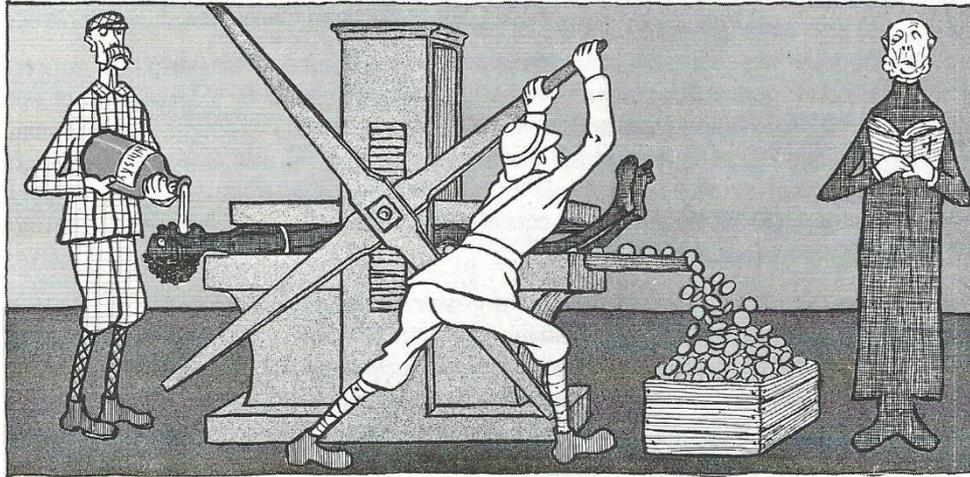
Source G:

Roger Casement, British Consul to the Belgian Congo, describes the conditions he found there in a letter to the Vice-Governor in September 1903.

[The] population is supposed to be free and protected by excellent laws; those laws are nowhere visible;... force is everywhere. Well-nigh each village has its gang of armed and unscrupulous ruffians quartered upon it... Communities that fail to satisfy the unceasing demands made upon them, whether for india-rubber, food stuffs, or some other local want of the European establishments in their neighbourhood, are then said to be 'in a state of revolt', and the entire population, men women and children are treated worse than the worst criminals in any country I have knowledge of.

Source H:

A German cartoon, published in 1909, comments on the way the British ran their Empire. The word on the bottle is 'whisky'.



Source I:

An extract from 'The Wonderful Century', a largely positive book about the achievements of the nineteenth century by Alfred Russel Wallace, an important Victorian naturalist, geographer, biologist and explorer, written in 1898.

It is quite possible that both the conquests of Mexico and Peru by the Spaniards, and our conquests of South Africa, may have been real steps in advance, essential to human progress, and helping on the future reign of true civilization and the well-being of the human race. But if so, we have been, and are unconscious agents, in hastening the great "far-off, divine event to which the whole creation moves." We deserve no credit for it. Our aims have been, for the most part, sordid and selfish; and if, in the end, all should work out for good, as no doubt it will, much of our conduct in the matter will yet deserve, and will certainly receive, the severest condemnation. Our whole dealings with subject races have been a strange mixture of good and evil, of success and failure, due, I believe, to the fact that, along with a genuine desire to do good and to govern well, our rule has always been, largely influenced, and often entirely directed, by the necessity of finding well-paid places for the less wealthy members of our aristocracy, and also by the constant craving for fresh markets by the influential class of merchants and manufacturers. Hence the enormous fiscal burdens under which the natives of our Indian Empire continue to groan; hence the opium monopoly and the salt tax; hence the continued refusal to carry out the promises made or implied on the establishment of the Empire, to give the natives a continually increasing share in their own government, and to govern India solely in the interest of the Indians themselves.

Questions

1. Read Sources A and B.

a) How far do these sources agree? [3]

b) Which source is more useful as evidence for the way the British ran their empire? Explain your answer. [2]

2. Read Source C and consider Source D.

What can we learn from these sources about British attitudes towards their imperial subjects? [4]

3. Read Sources E, F and G.

a) What can we learn from these sources about the nature of European rule in Africa? [4]

b) Which of these sources do you think provides the best evidence? Explain your answer. [2]

4. What is the message of source H? [3]

5. Read source I.

In your own words, summarize the argument made by Alfred Russell Wallace in this source. [4]

6. 'We [the British] happen to be the best people in the world, with the highest ideals of decency and justice and liberty and peace, and the more of the world we inhabit, the better it is for humanity.'

Cecil Rhodes (1853-1902), *Confessions of Faith*, 1877

Considering all of the sources above, to what extent do you think Cecil Rhodes' opinion was shared by his contemporaries?¹

[8]

Total for this section: 30 marks

¹'Contemporaries' means people who lived at around the same time as Rhodes.

Section B: Essays

Answer ONE of the following questions. Use examples from your own knowledge to support your answer. Wherever possible, anchor your arguments in your knowledge of the past. All questions are worth 20 marks.

1. Were the Dark Ages really that dark? Explain your answer.
2. What can historians learn about the past from studying buildings?
3. Explore the relative significance of the causes of any historical event, process, or movement.
4. Write an essay explaining how the physical environment has shaped the character of any historical event which you have studied. The physical environment might include the landscape, climate, weather, settlement patterns etc.
5. Should the history curriculum be 'de-colonized'?
6. How important are battles in determining the course of history?
7. 'Since all historical judgements involve persons and points of view, one is as good as another and there is no 'objective' historical truth.' How far do you agree?

END OF PAPER