

GCE

History A

**Unit : Y320/01 From Colonialism to Independence: the British
Empire 1857 - 1965**

Advanced GCE

Mark Scheme for June 2017

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Continuity/Change
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Synthesis
	Unclear
	View

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the causes of the Mau Mau rebellion</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A suggests there were a variety of underlying causes but that British policy sparked the unrest and that it was not a national liberation movement. • In evaluating Interpretation A, answers might argue that British policy over both political union and agriculture helped to create unrest. • Answers might argue that the governors in Kenya were weak and their policies and reaction to Kenyatta fuelled unrest • Answers might argue that the policies resulted in Mau Mau numbers growing to over 15,000 • Answers might argue that the nature of Mau Mau ceremonies supported the view that they were united by dark rituals. • Answers might argue that the Mau Mau attacks on white settlers showed the grievances of the rebels. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that economic grievances and nationalist unrest caused the rebellion 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme

		<ul style="list-style-type: none">• In evaluating Interpretation B, that the Kikuyu had economic grievances as they were resentful of being excluded from land farmed by white settlers• Answers might argue that interpretation B is valid as the Asian community and white settlers dominated economic life.• Answers might argue that interpretation B is valid as 14,000 Kikuyu were killed compared to 95 whites.• Answers might argue that interpretation B is valid as the government did force many to work to terrace the land to try and improve agricultural production, which also meant many squatters lost land.• Answers might argue that interpretation B is valid because conditions in Nairobi were very poor.• Answers might argue that interpretation B is invalid because most squatters were not very politically aware and would have had limited knowledge of broader imperial developments or of nationalism.		
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2		<p>To what extent did the nature of opposition movements to British rule change in the period from 1857 to 1965?</p> <p>In supporting the hypothesis in the question, it might be argued that the methods used remained the same, and might point to the prevalence of violent resistance throughout the period, from the Rebellion of 1857 in India to events in Kenya and Malaya in the post-war period.</p> <ul style="list-style-type: none"> • Answers might consider that there were peaceful movements throughout the period in India. • Answers might consider that movements were able to recruit large-scale support across the period. • Answers might consider that movements tried to find constitutional solutions to the problems and consistently appealed to Britain for solutions. • Answers might consider that movements across the period relied on charismatic leaders. • In challenging the hypothesis in the question, it might be argued that opposition became more violent during the period. • Answers might consider that over the period pan-national movements, such as Pan-Africanism developed. • Answers might consider that there was a change from spontaneous to more carefully planned unrest. • Answers might consider whether in the second half of the period the movements were 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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3		<p>more focused on national self determination.</p> <ul style="list-style-type: none"> • Answers might consider that there were variations between different geographical regions. <p>‘Throughout the period the impact of the Empire on British culture was limited.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that the impact was usually short-term, for example in the late nineteenth century • Answers might consider that it had little impact as most people were concerned about other issues, such as the cost of living. • Answers might consider that the impact may have been limited to certain social groups. • Answers might consider that the last empire exhibition was in 1938. • In challenging the hypothesis in the question, it might be argued that it might be argued that there were periods when the empire had a jingoistic impact. • Answers might consider that it had an impact on education and the books read by young people. • Answers might consider that imperial societies 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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4		<p>were established and that there were empire exhibitions, such as Crystal Palace and Wembley.</p> <ul style="list-style-type: none"> • Answers might consider that it had an impact on plays and music halls. • Answers might consider that it influenced the BBC and the film industry. • Answers might consider that it had an impact on art and architecture. • Answers might consider that it had an impact on organisations such as the Imperial Institute and the Empire Marketing Board. <p>How far were wars responsible for Britain's changing attitude towards maintaining its Empire in the period from 1857 to 1965?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, answers might consider that the Second World War led to decolonization because of the cost that could no longer be maintained. • Answers might consider the impact of the Boer War. • Answers might consider that the First World war encouraged the maintenance of the Empire. • Answers might consider the impact of the Suez Crisis/War on attitudes towards Empire. • Answers might consider the impact of colonial wars or rebellions, such as Malaya and Kenya, 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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		<p>on attitudes towards maintaining the Empire.</p> <ul style="list-style-type: none">• Answers might consider that colonial wars at the start of the period encouraged further expansion and involvement.• In challenging the hypothesis in the question, it might be argued that it was the growth of nationalist and independence movements that changed British attitudes.• Answers might consider that economic costs of maintaining the empire were more important than wars.• Answers might consider that the attitude of other nations was important in Britain's decision about its Empire.• Answers might consider that it was Britain's decline as an international power that led to a change in attitude about maintaining the empire.• Answers might consider the impact of Britain's changing interests and whether the empire was still as vital.		
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