

GCE

History A

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

Advanced GCE

Mark Scheme for June 2018

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

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 War in India of 1857</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A puts forward the view that it was a nationalist rising. • In evaluating Interpretation A, answers might argue that rebellious sentiments were widespread. • Answers might argue that the rising spread to large areas of India including Delhi, Oudh, Cawnpore and Lucknow. • Answers might argue that the view is not valid as some 2/3 of the territory did not take part in the rising. • Answers might argue that the view is not valid as relatively few took part in the rising. • Answers might argue that the crisis was triggered by the issuing of cartridges that were greased with cow and pig fat. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that the aim of the rising was not to create a modern Indian state. • In evaluating Interpretation B, answers might argue that it was the rapid cultural changes and westernisation that created the desire to return to the past. • Answers might argue that interpretation B is valid as most of Britain's Indian soldiers in Bengal, Punjab, Bombay and Madras remained loyal. • Answers might argue that interpretation B is valid as those involved disliked the British changes to the 	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

Question	Answer/Indicative content	Mark	Guidance
	<p>economic system such as economic competition and landlords and rent.</p> <ul style="list-style-type: none"> Answers might argue that interpretation B is valid as there was dislike for the rapid cultural changes. Answers might argue that interpretation B is not valid because the rebellion was widespread and a serious threat as it took over a year to put down. 		
2	<p>How far did the government and administration of the British Empire remain the same in the period from 1857 to 1965?</p> <ul style="list-style-type: none"> In supporting the hypothesis in the question, it might be argued that force was a vital component in the rule of the Empire throughout the period. Answers might consider that government attempted to win the consent of the people it governed throughout the period. Answers might consider that throughout the period metropolitan authorities appointed officials and provided troops to administer and defend the Empire. Answers might consider the reliance on locally recruited troops to maintain law and order. Answers might consider that trusteeship was important throughout the period. In challenging the hypothesis in the question, it might be argued that 'men on the spot' had far greater influence in the first half of the period than later. Answers might consider that the British used both direct and indirect rule, with the latter often favoured as it was cheaper and caused less opposition. Answers might consider that at times the British used a policy of 'divide and rule', alternating patronage between competing elites. 	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.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might consider whether the British relied on collaboration and indigenous elites throughout the period. 		
3	<p>‘The impact of British rule on the Empire in the period from 1857 to 1965 was entirely negative.’ 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 British exploited their empire economically. • Answers might consider that it destroyed indigenous culture, for example through changes to patterns of work. • Answers might consider that it changed the nature of agriculture to produce cash crops and introduced taxation. • Answers might consider that changes to agriculture practice brought about famines in India and East Africa. • Answers might consider that economic migration and indentured labour was a negative consequence. • Answers might consider that British rule undermined political sovereignty. • Answers might consider that war and conflict was a consequence of British rule. • In challenging the hypothesis in the question, it might be argued that British rule brought technological progress to the Empire. • Answers might consider that the British allowed local customs and institutions to develop at their own pace. • Answers might consider that it brought advances in medicine. 	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.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might consider that it led to the development of national identities as a response to British rule. • Answers might consider that sport was introduced to areas under British influence. • Answers might consider British support for the rights of certain groups, for example women in India. 		
4	<p>'In the period from 1857 to 1965 the British empire had its greatest impact on international relations in the period from 1898 to 1914.' How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that it created tensions with France. • Answers might consider that imperial rivalry was a factor in the outbreak of the First World War. • Answers might consider that imperial issues created rivalry with Germany. • Answers might consider that it caused Britain to reach agreements with France, Russia and Japan, ending a period of 'splendid isolation'. • Answers might consider that it caused colonial wars, such as the Boer War, which further worsened relations with Germany. • In challenging the hypothesis in the question, it might be considered that the period after the Second World War had an impact on Britain's relations with the USA. • Answers might consider that during the nineteenth century the need to protect the route to India had a great impact on international relations in the Mediterranean and Balkans. • Answers might consider that the Empire had a 	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.

Question	Answer/Indicative content	Mark	Guidance
	<p>great impact on relations with Japan between 1919 and 1939.</p> <ul style="list-style-type: none">• Answers might consider that Suez had a great impact on international relations.• Answers might consider that the Commonwealth caused problems for Britain in negotiating membership of the EEC.		

APPENDIX 1 – this contains the generic mark scheme grids

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
Level 5 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
Level 4 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
Level 3 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
Level 2 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
Level 1 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

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