



Oxford Cambridge and RSA

A Level History A Unit Y211

The Rise and Decline of the Mughal Empire in India 1526–1739

Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour



OCR supplied materials:

- 12 page Answer Booklet

Other materials required:

- None



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Last name					
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INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Choose either Question 1 or Question 2 and Answer all parts of the question.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **30**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **4** pages.

Answer **EITHER** all of Question 1, or all of Question 2.

1 (a) Which contributed more to the difficulties faced by Aurangzeb during his reign from 1658 to 1707?

- (i) His religious policies
- (ii) His campaigns in the Deccan?

Explain your answer with reference to both (i) and (ii).

[10]

1 (b)* ‘Akbar’s greatness lies mainly in the changes he made to the government and administration of Mughal India.’ How far do you agree?

[20]

OR

2 (a) Which of the following was more significant in the rise to power of Babur?

- (i) His military strengths
- (ii) The weaknesses of his enemies

Explain your answer with reference to both (i) and (ii).

[10]

2 (b)* To what extent did the policies of Aurangzeb lead to subsequent Mughal decline by 1739?

[20]

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Oxford Cambridge and RSA

...day June 20XX – Morning/Afternoon

A Level History A

Unit Y211 The Rise and Decline of the Mughal Empire in India 1526–1739

MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 30

This document consists of 16 pages

PREPARATION FOR MARKING**MARKING INSTRUCTIONS****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning

12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<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 Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<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 Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	<p>There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements.</p> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>
Level 5 13–16 marks	<p>There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed.</p> <p>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.</p>
Level 4 10–12 marks	<p>The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>
Level 3 7–9 marks	<p>The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>
Level 2 4–6 marks	<p>The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made.</p> <p>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.</p>
Level 1 1–3 marks	<p>The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis.</p> <p>Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion.</p> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

Question		Answer	Marks	Guidance
1	(a)	<p>Which contributed more to the difficulties faced by Aurangzeb during his reign from 1658 to 1707?</p> <p>(i) His religious policies (ii) His campaigns in the Deccan</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> · In dealing with religious policy, answers might consider the imposition of the tax on non-Muslims and the resentment this caused. · Answers might consider the contrast with previous policies of greater toleration and consider the opposition brought about from destroying Hindu temples and restricting customs like suttee. Religious conflicts with Jats and Sikhs were costly and divisive. · Answers might consider his ascetic lifestyle and devotion to his religion as either alienating Hindus or strengthening his own supporters and warriors. · In dealing with the Deccan, answers might consider the cost of the campaigns. · Answers might consider the failures to subdue the Maharas and Shiva and the impact on the reputation of the Emperor. · Answers might consider the drawn out 25 year-long campaigns and the over-extension of the Mughal Empire. 	10	<ul style="list-style-type: none"> · No set answer is expected · Judgement must be supported by relevant and accurate material. · Only credit material relevant to the difficulties faced by Aurangzeb. · Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable. · 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	Marks	Guidance
1	(b)*	<p>'Akbar's greatness lies mainly in the changes he made to the government and administration of Mughal India.'</p> <p>How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that government and administration were important, answers might consider that neither Babur nor Humayun had systemised government and he depended mainly on the relatively brief Afghan interlude to build on. • Answers might consider the building up of revenue to meet the military requirement of his imperial expansion, e.g. by organising officers in tiered ranks and regulating Jagir agreements. • Answers might consider the greater control over provincial administrations and his role as law giver and the greater political control by the assumption of full control of government from 1562. • Answers might balance this by the limitations in enforcing imperial directives and the sacrifice of his reforming minister, Mansur, when vested interests were threatened. • In arguing that the other elements of the reign made him great, answers might consider the religious policies, the abolition of Jizya and the pilgrim tax. • Answers might consider his interest in culture, learning and architecture. • Answers might suggest that his military successes and imperial expansion were more significant. 	20	<ul style="list-style-type: none"> • No set answer is expected • At higher levels candidates will focus on 'how far', but at Level 4 may simply list the changes. • At Level 5 and above there will be judgement as to the relative importance of the changes. • At higher levels candidates might establish criteria against which to judge greatness. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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	Marks	Guidance
2	(a)	<p>Which of the following was more significant in the rise to power of Babur?</p> <p>(i) His military strengths (ii) The weaknesses of his enemies?</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> · In relation to the military strengths, answers might consider the key invasion of India in 1524 and the defeat of a larger Afghan army under Ibrahim Lodi at Panipat in 1525. · Answers might consider the tactics of leading the Afghans into a well prepared defensive position of carts and gun carriages after a night attack. · Answers might consider that at Khanua against the Rajputs (1527) a combination of effective defensive positions, concentration of firepower and boosting morale by renouncing alcohol was effective. · In dealing with the weakness of his enemies, answers might consider the limited resistance to the first incursions into India from 1519 and the abject surrender of Daulat Khan. · Answers might consider that Ibrahim Lodi showed astuteness in waiting to attack the Mughals and forcing them into a night attack which had little element of surprise however, Ibrahim Lodi underestimated the difficulties of breaking Babur's defences and his fire power, and allowed his troops to be channelled into gaps in the defences at Panipat. · Answers might consider that Rana Sanga and the Rajput Hindu princes did not show weakness at Khanua but faced superior firepower. 	10	<ul style="list-style-type: none"> · No set answer is expected. · Judgement must be supported by relevant and accurate material. If not, mark as assertion. · Only credit material relevant to the rise to power of Babur. · Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable. · 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	Marks	Guidance
2	(b)*	<p>To what extent did the policies of Aurangzeb lead to subsequent Mughal decline by 1739?</p> <ul style="list-style-type: none"> • In support of the view that Aurangzeb's policies led to subsequent decline, answers might discuss the Emperor's relatively weak control over his nobility and his limited ability to tackle their inefficiency and corruption. • Answers might consider the decline in Imperial revenue was a major weakness which Aurangzeb's successors inherited. The rich territory of Bengal yielded 1.7m rupees at the start of the reign and only 500,000 at the end. • Answers might consider that the Muslim zeal and the prominence given to the kazi in the reign alienated not only his Hindu subjects and the Empire was religiously divided, especially over the reintroduction of land tax on non-Muslims. • Answers might consider that the extensive military campaigns in the Deccan drained resources and the emperor paved the way for wars of succession after his death by the treatment of his sons. He is reputed to have said 'After me, Chaos!' • In support of an alternative view, answers might point to weaknesses inherent in the Mughal system, the tendency for family wars and the long-term failures to control nobles. • Answers might point the need to meet external threats and the problems of different religions. • Answers might consider the weaknesses of his successors and the invasion of Persia. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on 'to what extent', but at Level 4 may simply list policies. • At Level 5 and above there will be judgement as to the relative success. • At higher levels candidates might establish criteria against which to judge decline. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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.

Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1a/2a	10			10
1b/2b	20			20
Totals	30			30

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