

GCE

History A

**Unit : Y311/01 The origins and growth of the British Empire
1558 - 1783**

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 about the actions of Robert Clive in India.</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 Clive exploited his role in India to make a fortune for both himself and the EIC. • In evaluating Interpretation A, answers might argue that the impact of British rule in Bengal was horrendous and has been blamed for famine. • Answers might argue that the EIC and its servants did take part in an orgy of loot and plunder. • Answers might argue that the taxes collected allowed further expansion as they were used to fund military power. • Answers might argue that Clive's earlier life suggests that he was unstable. • Answers might argue that the interpretation is not valid as Clive was responsible for some great military victories, including Arcot. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that Robert Clive was a military genius who was responsible for many great victories and that he therefore laid the foundations for the British Empire in India. • In evaluating Interpretation B, answers might argue that Interpretation B is valid as Clive's capture of Arcot was daring as he had just a few hundred men. • Answers might argue that interpretation B is valid as he was largely responsible for the victories over the French and their Indian allies. 	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
	<ul style="list-style-type: none"> • Answers might argue that Interpretation B is valid as Clive was able to carry out some administrative reforms that should have made the Company less corrupt. • Answers might argue that Interpretation B is invalid because Clive exploited his position in Bengal order to make a vast personal fortune. 		
2	<p>'Britain brought little benefit to its colonies in the period from 1558 to 1783.' 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 high levels of taxation levied in some areas, such as India, damaged the colonies. • Answers might consider that indigenous peoples were sometimes subject to slavery or that native populations died out because of wars and diseases. • Answers might consider that the colonies were exploited economically to support Britain, both as a supplier of raw materials and as a market. • Answers might consider the loss of power and political changes that British rule brought. • Answers might consider that native populations became embroiled in wars with France. • Answers might consider the numbers killed in the famine in Bengal, which has been blamed on the British. • In challenging the hypothesis in the question, it might be argued that in some areas greater stability and order was brought, as in parts of India. • Answers might consider that in parts of America protection was provided to the early settlers. • Answers might consider that there were economic developments in the colonies in order to supply the 	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>British market, as with the development of tobacco, sugar and spices.</p> <ul style="list-style-type: none"> • Answers might consider whether legal developments and justice benefited the colonies. • Answers might consider that the lack of opposition in many areas suggests that British rule had little impact. 		
3	<p>To what extent did the reasons for opposition to British colonial rule change in the period from 1558 to 1783?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question answers might consider that the desire for independence among the 13 American colonies was a change from just economic unrest. • Answers might consider that issues such as ideology in America were not seen in other areas where there was unrest. • Answers might consider that the Maroons in Jamaica had a religious and spiritual element to their resistance and consider the use of Obeah to strengthen the resistance. • Answers might consider that reasons for resistance varied from region to region. • In challenging the hypothesis in the question, it might be argued that opposition throughout the period came from the French, particularly in North America and India. • Answers might consider that it was often small-scale slave unrest that characterized much of the period, particularly in the Caribbean and parts of India. 	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 resistance to loss of land and forest resources remained an issue throughout the period in India. • Answers might consider that resistance from indigenous peoples was often because of a loss of land. • Answers might consider that opposition to British taxation was seen in both America, although that could be debated, and in the Mughal Empire. • Answers might consider that there was limited opposition to British rule throughout most of the period and it was only with the American revolution that this changed. 		
4	<p>To what extent was the development of the British Empire hindered by rivalry with France in the period from 1558 to 1783?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that it was rivalry with France that caused the British problems in North America and contributed to the loss of the Thirteen Colonies. • Answers might consider that rivalry with the French in India hindered the development of the Empire as it caused war. • Answers might consider that rivalry with France in Canada, particularly over Quebec hindered the development of the Empire there. • Answers might consider that rivalry with France in the Caribbean hindered the development of the Empire and the exploitation of economic resources • Answers might consider that European rivalry with France spread to the Americas and India, particularly with the War of Austrian Succession and the Seven 	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>Years War</p> <ul style="list-style-type: none"> • Answers might consider the impact of French alliances with indigenous peoples in America and India. • In challenging the hypothesis in the question, it might be argued that rivalry with France resulted in the increase in the British Empire. • Answers might consider that it was not just rivalry with France but, at various stages, rivalry with Spain, Portugal and the Netherlands that hindered the development of the Empire. • Answers might consider that the rivalry was more for control of the seas and trade and therefore land rivalry was less important. • Answers might consider that the British were victorious in all but America and therefore rivalry did not hinder the development, although it might be argued it delayed it or forced the nature of the Empire to change. • Answers might consider that, at least initially, it had little impact as the colonists or settlers did much of the fighting. 		

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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