



GCE

History A

**Y320/01: From colonialism to independence: The British
Empire 1857-1965**

Advanced GCE

Mark Scheme for June 2019

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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
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
SC	Simple comment
	Unclear
V	View

3. Here is the mark scheme for this question paper.

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 nature of the events 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 the unrest was focused on a dislike of the westernization and social, economic and cultural changes that accompanied British rule. • In evaluating Interpretation A, answers might argue that this view is valid as land had been bought up by western property developers. • Answers might argue that Interpretation A is valid as peasants were often being charged high rents. • Answers might argue that Interpretation A is not valid as it largely ignores the mutiny of the sepoys. • Answers might argue that interpretation A is valid as many Indians objected to the introduction of English laws, universities and the postal system – symbols of British rule. • Answers might argue that this view is valid as the unrest did follow the last great land seizure. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B puts forward the view that 	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.

2		<p>the events of 1857 are complex and cut across usually accepted divisions.</p> <ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue it is valid as many Indian princes remained loyal to Britain, showing the division. • Answers might argue that Interpretation B is valid as there were more than a small number involved, as implied by the term mutiny, and that it was not a National uprising as the aims were not the same as those of the later nationalist movement. • Answers might argue that Interpretation B is invalid as it ignores the opposition to attempts to impose British culture on India. • Answers might argue that Interpretation B is valid as many of those involved in the unrest wanted to restore an Old India not a New. <p>To what extent did the reasons for the growth of the British Empire change in the period 1857-1965?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that economic factors were a major factor at the start of the period in the Scramble for Africa, but by the end of the period the empire was more of an economic drain. • Answers might consider that political considerations, of preventing other states such as France or Germany obtaining territory, were particularly important in Africa in the 1880s. • Answers might consider that the legacy of the First World War and the treaties was a crucial factor in later growth. 	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		<ul style="list-style-type: none"> • Answers might consider the role of the ‘man on the spot’, particularly in Africa with Rhodes, and how this declined. • Answers might consider the concept of the ‘white man’s burden’ and ‘civilizing mission’ and how this changed. • In challenging the hypothesis in the question, it might be argued that throughout the period there was a feeling of British superiority justifying imperial growth. • Answers might consider that many of the states were considered not ready for independence, for example seen at Versailles with mandates. • Answers might consider that trade and economic exploitation remained a factor throughout, seen with imperial agreements. • Answers might consider the question of the prestige of being an imperial power and concern with great power status. <p>‘Opposition to British colonial rule was more violent in Asia than Africa between 1857 and 1965.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that it was more violent in Asia, it might be argued that there was colonial unrest in Malaya in the 1950s. • Answers might consider that there was violent resistance in India in 1857. • Answers might consider that it took time to crush the rising in 1857. • Answers might consider the unrest in 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.
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4		<p>and Pakistan following partition.</p> <ul style="list-style-type: none"> • Answers might consider opposition within China and other parts of Asia to informal imperialism. • In challenging the hypothesis that it was more violent in Asia, it might be argued that the Indian Congress under Gandhi was peaceful and non-violent. • Answers might consider the length of time that India campaigned peacefully for reform. • Answers might consider the Mau Mau rebellion in Kenya. • Answers might consider the opposition to British rule in Sudan in the 1880s, with the death of Gordon and the Mahdi. • Answers might consider the opposition in Africa with the Boer War. • Answers might consider the Ashanti uprising in the Gold Coast (Ghana). <p>‘The British Empire always had a negative impact on international relations during the period from 1857 to 1965.’ 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 Empire encouraged jealousy with Germany and played a role in causing World War I. • Answers might consider the issue of Suez. • Answers might consider the role of Egypt in causing tensions with France. 	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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		<ul style="list-style-type: none"> • Answers might consider the role of the Empire in South East Asia and the attitude of Japan in the 1930s. • Answers might consider the impact of the Empire in Asia on relations with Russia, particularly in the 1800s. • Answers might consider how the concept of Empire caused tensions with the USA during and after the Second World War. • Answers might consider that the Empire had a negative impact on the development of the Cold war with concerns over communism in Asia. • In challenging the hypothesis in the question, it might be argued that the need to protect the Empire brought Britain into agreement with Japan in 1902. • Answers might consider that desire to solve colonial issues led to improved relations with France in 1903. • Answers might consider how Britain co-operated with organisations such as the UN to bring about decolonisation. • Answers might consider that Britain took on the stewardship of former German colonies to prepare for independence through the mandate system, which lessened tensions. • Answers might consider whether the Commonwealth has had a negative impact on international relations. 		
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APPENDIX 1 – this contains a generic mark scheme grid

	<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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