



Oxford Cambridge and RSA

GCE

History A

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

Advanced GCE

Mark Scheme for November 2020

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.


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.

© OCR 2020

Annotations

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
P	Provenance
SC	Simple comment
	Unclear
V	View
S	Synthesis
C	Continuity/Change

Subject Specific Marking Instructions

Section A Mark Scheme

Question	Answer	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 consequences of the war of 1857 on India in the period from 1858 to 1876.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A emphasises that there were both gains and losses for India after the war of 1857.</p> <ul style="list-style-type: none"> • In evaluating Interpretation A, answers might argue it is valid because the Civil Service was largely populated by white, British upper and middle class, its reach did not extend into rural India. • Answers might argue that the development of the railways was a major infrastructure development. • Answers might argue that the Interpretation is valid because the army was reformed, the European element was strengthened, sepoys could not use heavy artillery and every two sepoy units was supervised by a British battalion. • Answers might argue that the Interpretation is valid because the Indian rulers whom the British had sought to undermine before had their prestige restored and no further land taken. • Answers might argue that the Interpretation is not valid because the period developed into the Golden Age of the Raj. 	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">• Answers might argue that the Interpretation is valid because many educated Indians were denied equality of opportunity. <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B suggests that India lost from the War of 1857.</p> <ul style="list-style-type: none">• In evaluating Interpretation B, answers might argue that it is valid because Indian professionals did not get opportunities.• Answers might argue that it is valid because the Indian Association was founded in 1876.• Answers might argue that the Interpretation is valid as there were five major famines in India between 1860 and 1900.• Answers might argue that the Interpretation is not valid because attempts were made to stimulate agriculture.• Answers might argue that the Interpretation is valid because industrial development saw raw materials increasingly exported and products imported from Britain which benefited the motherland.		
--	--	--	--	--

Section B Mark Scheme

Question	Answer	Mark	Guidance
2*	<p>‘Imperial rivalry was the most important reason for the development of the British Empire in the period from 1857 to 1965.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that imperial rivalry was particularly important in Africa in the mid and late nineteenth century.</p> <ul style="list-style-type: none"> • Answers might consider the threat of France in the development of a formal Empire with Fashoda. • Answers might consider the rivalry with Germany under Kaiser Wilhelm II and Germany’s quest for a place in the sun. • Answers might consider the impact of Empire on Great Power status. • Answers might consider the impact of the Berlin Conference on British policy in Africa. • Answers might consider the issue of prestige, seen throughout the period with India through to Suez. <p>In challenging the hypothesis in the question, answers might argue that economic factors were more important and consider the raw materials supplied by Africa.</p> <ul style="list-style-type: none"> • Answers might consider the strategic importance of land in Africa to protect the route to India. • Answers might consider the importance of Egypt with the development of the Suez Canal. • Answers might consider the impact of the First World War and the acquisition of mandates. 	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.

		<ul style="list-style-type: none"> • Answers might consider the role of men on the spot, such as Rhodes. • Answers might consider the impact of the First and Second World Wars on the development of the Empire. • Answers might consider the role of the Atlantic Charter. • Answers might consider the impact of granting Indian independence on the development of Empire. • Answers might consider the concept of the 'white man's burden'. 		
3*		<p>'Peaceful opposition to British rule was more successful than violent opposition in the period from 1857 to 1965.' How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that peaceful opposition led to independence for India.</p> <ul style="list-style-type: none"> • Answers might consider the failure of the Indian War of 1857. • Answers might consider the decolonisation between 1957 and 1965 in Africa. • Answers might consider the failure of unrest in Malaysia. • Answers might consider the success of Nkrumah in Ghana. • Answers might consider the granting of independence in Southern Asia in the period 1947-8. • Answers might consider the failure of violent opposition to British rule in Sudan. 	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.

		<p>In challenging the hypothesis in the question, answers might argue that peaceful opposition was not always successful, and that violent opposition did lead to change.</p> <ul style="list-style-type: none"> • Answers might consider that peaceful transition was not achieved in Southern Rhodesia. • Answers might consider the Mau Mau rebellion in Kenya. • Answers might consider the unrest in Palestine. • Answers might consider that the Boers in South Africa had some success, when their relative size compared to British resources is considered. • Answers might consider the success of violence in the Suez crisis of 1956. • Answers might consider the violence associated with Indian independence and its importance in Partition. 		
4*		<p>‘The First World War was the most significant turning point in the British Empire’s impact on International relations.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that the contribution of Empire soldiers was crucial in the outcome of the war.</p> <ul style="list-style-type: none"> • Answers might consider that the First World War led to problems in the Middle East with both the Arabs and Palestine. • Answers might consider that the First World War raised problems in the Far East with Japan. • Answers might consider the attitude of the USA towards Empire as shown in the Fourteen Points. • Answers might consider the extent to which imperial rivalry caused the First World War. 	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.

		<ul style="list-style-type: none"> • Answers might consider how the First World War led to the expansion of the Empire and its impact on international relations. <p>In challenging the hypothesis in the question, answers might argue that there were other turning points.</p> <ul style="list-style-type: none"> • Answers might consider the retreat from Splendid Isolation and its role in creating alliances before the First World War. • Answers might consider the impact of expansion in Africa and its impact on relations with France and Germany. • Answers might consider the Suez Crisis and its impact. • Answers might consider the impact of the Empire in the development of the Cold War. • Answers might consider the impact of the Empire on Britain's relations with Europe from the 1960s. • Answers might consider the impact of colonial wars on international relations, such as the Boer War. • Answers might consider the impact of the Berlin Conference which refocused British imperial policy in Africa. 		
--	--	--	--	--

APPENDIX 2 – this section contains additional subject specific information

Use this space if you have extensive subject specific information that is inappropriate to include elsewhere.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored