



Oxford Cambridge and RSA

GCE

History A

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

Advanced GCE

Mark Scheme for Autumn 2021

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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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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

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 why Britain left Palestine in 1948.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A emphasises that there were a number of reasons that were important in the decision to leave.</p> <ul style="list-style-type: none"> • In evaluating Interpretation A, answers might argue it is valid because the British were aware that Jewish immigration angered the Arabs and therefore refused to agree to an increase. • Answers might argue that Interpretation A is valid as the Jewish leaders joined by American Zionists launched a propaganda offensive in America. • Answers might argue that Interpretation A is valid because Truman not only supported the immediate entry of 100,000 Jewish immigrants but six months later supported the partition of Palestine. • Answers might argue that Interpretation A is valid because attacks on British troops started in 1946 and increased. • Answers might argue that Interpretation A is valid because Irgun attacked the King David Hotel in Jerusalem. • Answers might argue that Interpretation A is not valid because the British were looking to withdraw because of the cost and other demands on British finances after the War. 	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

		<p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B suggests that terrorist attacks were the main reason for Britain's decision to leave.</p> <ul style="list-style-type: none">• In evaluating Interpretation B, answers might argue that it is valid because attacks on the British were becoming more common in retaliation for death sentences passed on Jewish fighters.• Answers might argue that it is valid because attacks had started in 1946 with murder of six British soldiers in April and the attack on the King David Hotel in July.• Answers might argue that B Interpretation is valid as Irgun were responsible for earlier attacks and continued with them in 1947.• Answers might argue that the Interpretation is not valid because it ignores the support given to terrorists by American Zionists.• Answers might argue that the Interpretation is valid because of the impact of the war on Britain's ability to finance their involvement.		
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Question	Answer	Mark	Guidance
2*	<p>To what extent did the nature of the British Empire change in the period from 1857 to 1965?</p> <p>In supporting the hypothesis in the question, it might be argued that the Empire changed from an informal to a formal empire.</p> <ul style="list-style-type: none"> • Answers might consider the growth of New Imperialism and its impact in the later nineteenth century. • Answers might consider the imperialism of free trade and its impact on the nature of the Empire. • Answers might consider the impact on the Empire of the Berlin Conference. • Answers might consider the impact of men on the spot, particularly with Rhodes or Frere. • Answers might consider the importance of economic issues, particularly at the start of the period. • Answers might consider the mid-Victorian period which could be seen as an age of indifference towards the Empire. • Answers might consider the extent to which the maintenance of the Empire depended on force. <p>In challenging the hypothesis in the question, answers might argue that the nature remained the same.</p> <ul style="list-style-type: none"> • Answers might consider the use of the indigenous elites of the population. • Answers might consider the use of negotiation with the indigenous population. • Answers might consider the impact of the metropolitan influence. 	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 importance of security and coercion. • Answers might consider how administration was based on the use of civil servants from Britain to run the Empire. • Answers might consider the impact of mandates on the nature of the Empire. • Answers might consider the preparation of countries for Independence. • Answers might consider the geographical differences in the nature of the Empire. 		
3*		<p>How far did the reasons for the rise of nationalism in the British Empire change in the period from 1867 to 1965?</p> <p>In arguing that the reasons did change, answers might argue that in India there was no concept of a modern state based on national ideals at the start of the period.</p> <ul style="list-style-type: none"> • Answers might consider the granting of independence encouraged nationalism in other areas. • Answers might consider the desire for self-determination which grew in the second part of the period • Answers might consider how planned and co-ordinated resistance in the second part of the period encouraged resistance • Answers might consider the rise of pan-national movements, such as Pan-Africanism • Answers might consider the geographical differences. <p>In arguing that the reasons did not change, it might be argued that nationalism was the result of a</p>	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>European ideal of self-government based on a common language, customs and culture.</p> <ul style="list-style-type: none"> • Answers might consider that nationalism grew as a result of economic exploitation. • Answers might consider the growth of nationalism was because Britain was reluctant to share power. • Answers might consider the impact of fighting in two World Wars. • Answers might consider the role of charismatic individuals such as Gandhi, Kenyatta and Nkrumah. • Answers might consider the role of the educated middle class in developing national movements. 		
4*		<p>'The impact of the British Empire on international relations was greater in the period from 1857 to 1914 than in the period from 1915 to 1965.' How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that imperial rivalry and jealousy of the British Empire contributed to the First World War.</p> <ul style="list-style-type: none"> • Answers might consider the impact of the Empire in North Africa on relations with France • Answers might consider the impact of colonial wars, such as the Boer, on international relations • Answers might consider the impact of the Empire on the Congress of Berlin • Answers might consider the desire to defend the jewel in the crown, India, with relations with Russia • Answers might consider the impact of the Empire on relations with Japan and the Anglo Japanese Treaty of 1902. 	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 the desire to protect and enlarge the Empire had an impact on the Treaty of Versailles.</p> <ul style="list-style-type: none">• Answers might consider the impact of the British Empire in the period after the First World War on relations with Japan.• 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 the Empire on relations with the USA after World War II.		
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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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