



GCE

History A

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

A Level

Mark Scheme for June 2025

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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 RM Assessor 50% and 100% (traditional 40% 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 or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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 is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **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 RM Assessor 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
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
S	Synthesis

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Annotation	Meaning
C	Continuity/Change

Question			Answer	Mark	Guidance
1			Evaluate the interpretations in both of the two passages. Explain which you think is more convincing as an explanation of the rise of Nationalism in Kenya. In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation A argues that the issue of land and land hunger caused ethnic discord. • In evaluating Interpretation A, answers might argue the British settlers had settled on the best, high open land. • Answers might argue land was important as the Kikuyu viewed it as part of their ancestral possessions. • Answers might argue there was a large discrepancy between black and white holdings, 3,000 European farmers owned 12,000sq. miles and a million Kikuyu 2,000 acres. • Answers might argue land was lost for building projects and social amenities. • Answers might argue the growing Kikuyu population added to land hunger. • Answers might argue land lost its fertility as 90% of Kikuyu recruits were rejected from the army due to malnutrition. • Answers might argue the settlers were exploiting the land more with cash crops.	30	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • 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 will reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid judgements they 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 sources, in line with the descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			• Answers might argue the land reforms failed to solve the problems. In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation B argues although land was an issue there were other causes including the treatment of the indigenous peoples, identification laws, working conditions. • In evaluating Interpretation B, answers might argue that indigenous peoples were treated poorly after returning from fighting in WWII. • Answers might argue that conditions in cities, such as Nairobi, were poor – poor sanitation and living conditions, disease and limited employment. • Answers might argue wages were the lowest in the Empire with indigenous people receiving 1/5 of a European's salary and were forced to work long hours, while staff were allowed to use physical force to coerce labourers. • Answers might argue the cost of living rose dramatically, maize flour rising 700% between 1939 and 1953, so many could not afford more than one meal per day. • Answers might argue Kenyans resented the fact all men over 15 had to carry identification or <i>kipande</i>, which included name, DoB, fingerprints.		

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Question			Answer	Mark	Guidance
			• Answers might argue laws restricted movement and Kenyans were tied to their regions. • Answers might argue Kenyans were forced to work on white farms. • Answers might argue taxes benefited white settlers whereas the needs of Kenyans- medical care, education – were ignored.		

Question			Answer	Mark	Guidance
2*			‘Gandhi had more impact than any other nationalist leader in the British empire during the period from 1857 to 1965.’ How far do you agree? Answers might consider some of the following themes:, political, economic, social, numbers and support, methods. In supporting the hypothesis in the question, • It might be argued Gandhi was responsible for the independence of the largest nation in the British Empire. • Answers might consider his impact on other nationalist leaders. • Answers might consider his use of non-violent protest. • Answers might consider the impact of his nationwide campaigns, particularly the protest over the salt tax. • Answers might consider he brought anti-colonial nationalism to the poor of India. • Answers might consider the impact of Gandhi’s visit to London. • Answers might consider the impact of his hunger strikes. • Answers might consider his leadership of the Indian National Congress.	25	The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • 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. The specification refers only to Gandhi, Kenyatta and Nkrumah and examiners should not expect responses to consider other nationalist leaders and responses that focus on these three can reach any level depending on the quality of analysis and synthesis. However, credit should be given to responses which consider other nationalist leaders.

Question			Answer	Mark	Guidance
			In challenging the hypothesis in the question, • It might be argued that Gandhi was unable to prevent a religious divide when India gained independence. • Answers might consider the impact of Nehru as the first Prime Minister of an independent India and his vision of a secular and socialist state. • Answers might consider the influence of Jinnah in safeguarding Muslim political rights, his vision of partition and the creation of a separate Islamic state. • Answers might consider the impact of Kenyatta and his support for Pan-Africanism and the support he gained across Africa. • Answers might consider the scale of support Kenyatta raised, his role in the Mau Mau rising and the publicity achieved when arrested. • Answers might consider the impact of Nkrumah and his support for Pan Africanism. • Answers might consider the support Nkrumah gained from ordinary people. • Answers might consider the impact of the ideology of Kenyatta and Nkrumah.		

Question			Answer	Mark	Guidance
3*			‘Famine was the most significant impact of the British Empire on the periphery.’ How far do you agree with this view of the period from 1857 to 1965? Answers might consider some of the following themes: social, economic, political, cultural, religious, technology. In supporting the hypothesis in the question, • It might be argued that the impact was severe as there were five major drought-related famines in India 1860-1900. • Answers might consider nineteenth century famines in India killed 14.5 million. • Answers might consider the criticism famines brought on the British government for not alleviating the situation. • Answers might consider the British government’s role in the famines, encouraging cash crops rather than staple foods. • Answers might consider the impact of the 1943-4 famine. • Answers might consider the impact of famines in Tanzania, Nyasaland and Kenya. In challenging the hypothesis in the question, • It might be argued that famine was an issue only in parts of the Empire: India and East Africa.	25	The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • 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	Mark	Guidance
			• Answers might consider the advantages and disadvantages of colonialism. • Answers might consider the impact on patterns of work and disruption to local culture. • Answers might consider the impact of growing commercial cash crops. • Answers might consider the impact of taxation. • Answers might consider the impact of technology, particularly in terms of transport and irrigation. • Answers might consider the loss of land to colonial settlers. • Answers might consider the use of domestic slavery, economic migration and indentured labour. • Answers might consider the impact of medicine. • Answers might consider the development of national identities. • Answers might consider the impact on religious beliefs.		
4*			‘European rivalry over the British Empire was greater during the period from 1857 to 1914 than during the period from 1914 to 1965.’ How far do you agree?	25	The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to

Question			Answer	Mark	Guidance
			Answers might consider some of the following themes: political, territorial, economic, influence. In supporting the hypothesis in the question, • It might be argued rivalry with France over Egypt and Sudan was greater in the period to Fashoda. • Answers might consider the role of imperial rivalry in the outbreak of World War One. • Answers might consider the nineteenth century 'Scramble for Africa'. • Answers might consider the link between Empire and great power status. • Answers might consider German jealousy of the Empire. • Answers might consider Russia's attitude toward India and British influence in Afghanistan. In challenging the hypothesis in the question, • It might be argued European rivalry continued with France in the Middle East. • Answers might consider the impact of Britain's gains at Versailles. • Answers might consider Russia's attitude to the British Empire and position in the Middle East during the Cold War. • Answers might consider the attitude of the EEC to the Commonwealth.		analyse and evaluate in order to arrive at a judgement in line with the question set. • 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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Question			Answer	Mark	Guidance
			• Answers might consider the Soviet opposition to Empire on ideological grounds.		

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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