

GCE

History A

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

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
P	Provenance
SC	Simple comment
	Unclear
V	View

4. 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 why the British emerged as the dominant power in India.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answer might argue that Interpretation A puts forward the view that it was the decline of the Mughal Empire that allowed the British to emerge as the dominant power. • In evaluating Interpretation A, answers might argue that this view is valid as power did go into the hands of various feudal vassals such as the rulers of Hyderabad and Bengal. • Answers might argue that Interpretation A is valid as there was a series of wars in India, such as the Carnatic Wars. • Answers might argue that Interpretation A is not valid as it ignores the strength of many Indian princes who had been able to act independently. • Answers might argue that Interpretation A is valid as the Seven Years War did see French influence in India reduced. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B puts forward the view that the failings of Siraj-ud-Daula, Nawab of Bengal 	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>and the actions of Clive allowed the British to emerge as the dominant force.</p> <ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue it is valid as the annexation of Bengal, the largest Indian province extended British interests in India. • Answers might argue that Interpretation B is valid to stress the role of Clive as he brought Calcutta under control and negotiated trade agreements with princes as well as pushing the French out. • Answers might argue that Interpretation B is invalid as the Battle of Plassey was very limited in its nature. • Answers might argue that Interpretation B is valid as Bengal was captured by subterfuge, with only one decisive battle, however this was not Plassey but Chandernagar. <p>‘Mercantilism was the most effective method of economically exploiting colonies.’ How far do you agree with this view of British colonial rule 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 the export of more goods than were imported allowed a profitable balance of trade to develop. • Answers might consider that mercantilism increased the wealth of the country as it increased the amount of bullion. • Answers might consider that mercantilism secured the supply of highly prized commodities, 	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		<p>such as tea, sugar and spices and other raw materials.</p> <ul style="list-style-type: none"> • Answers might consider that mercantilism sealed off trade to other countries. • Answers might consider that mercantilism was aided by the use of Trade and Navigation Acts which gave the English a monopoly of the carrying trade with the colonies. • Answers might consider that mercantilism made the American colonies particularly valuable, with a third of British exports crossing the Atlantic by 1760. • In challenging the hypothesis in the question, it might be argued that the development of trading companies, such as the EIC was the most effective method. • Answers might consider the role of Chartered Companies that were established in America as the most effective. • Answers might consider that slavery and the plantation system was the most effective method. • Answers might consider the impact of privateering. • Answers might consider that the Mercantilist system was not well enforced. <p>How serious was opposition to British colonial rule in the period from 1558 to 1783?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that opposition to British rule was serious, it might be argued that the rebellion of the American colonies was 	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
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	<p>serious as the Thirteen Colonies were lost.</p> <ul style="list-style-type: none"> • Answers might consider that opposition to British colonial rule was serious as the French allied with Native Americans and Indians. • Answers might consider that opposition from the Mughals in India was serious and led to the involvement of the British government to support the EIC. • Answers might consider that it was difficult to crush the Maroons in Jamaica and it resulted in a series of wars. • Answers might consider that Maroon settlements impeded the development of the interior. • In challenging the hypothesis that it was not serious it might be argued that it was British mismanagement that provoked unrest in the American colonies and united the divided colonies. • Answers might consider that the policy of salutary neglect in North America ensured there was little opposition. • Answers might consider that slave revolts were usually small scale and not coordinated. • Answers might consider that the Jamaican Maroons were not a serious threat, more a nuisance because of the dispersal and the cost. • Answers might consider that Mughal resistance was not serious as they were defeated at Plassey and Buxsar. • Answers might consider that divisions within the Mughal Empire, bankruptcy and lack of obedience to the Emperor weakened resistance. 	<p>relevant and accurate material.</p> <ul style="list-style-type: none"> • 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>‘Colonial disputes in Asia were the main cause of international rivalry between Britain and the European powers 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 there were serious struggles between the British and French in India in the 1700s. • Answers might consider the rivalry with the Dutch in the East Indies and the Anglo Dutch Wars. • Answers might consider the rivalry with the Portuguese in Asia over spices. • Answers might consider the role of the EIC in the development of colonial disputes in Asia. • Answers might consider the role of trade in provoking colonial disputes in Asia. • In challenging the hypothesis in the question, it might be argued that the struggle with the French in North America was the main cause of rivalry. • Answers might consider the role of European politics in causing the rivalry and that it spread to colonial issues. • Answers might consider the struggle with Spain in the New World. • Answers might consider the struggle with the French over Quebec. • Answers might consider the struggle with France in the Caribbean. • Answers might consider the role of colonial 	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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			factors in the Seven Years War and Wars of Austrian and Spanish succession, and that these wars were multi-causal.		
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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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