



**...day June 20XX – Morning/Afternoon**

**A Level History A**

**Unit Y320 From Colonialism to Independence: The British Empire 1857–1965**

**MARK SCHEME**

**Duration:** 2 hour 30 minutes

**MAXIMUM MARK      80**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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 scoris 50% and 100% (traditional 50% 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, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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 isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **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 scoris 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:

<b>Descriptor</b>	<b>Award mark</b>
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**

<b>Annotation</b>	<b>Meaning</b>

## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

## USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.

Question			Answer	Marks	Guidance
1			<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing in explaining the consequences of British Rule for India from 1857–1876.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation A argues that, on balance, despite some good intentions, British rule was largely negative for India, due to administrative incompetence.</li> <li>• <b>In evaluating Interpretation A</b>, answers might confirm some of the challenges faced by the British in achieving developmental aims in India, and might support this with evidence of the limited size of the Indian Civil Service (about 1,000), and comment from the time which supports a sense of distance between British administrators and their colonial subjects.</li> <li>• Answers might confirm the failure of the British to effectively mitigate the impact of natural disasters and famine, for example Curzon’s limited approach to famine relief in 1896 could have led to the death of anything between 1.5 and 10m people.</li> <li>• Answers might, however, point out that after 1857 less than a third of British India was under indirect rule, thus refuting claims that they entirely “supported the old order”, and might highlight the development of the Indian Civil Service and Indian Imperial Police, as well as a large standing army, as evidence of an organised rule.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• 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.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>Answers might confirm a comment in the passage about the development of infrastructure, and might argue that the author has underplayed this consequence of British rule. They might draw a link here with Passage B, which emphasises this element.</li> <li><b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B gives a strongly positive view of the consequences of British rule for India, arguing that it was a period of “development and enlightenment”, contrasting it with earlier Mughal rule.</li> <li><b>In evaluating Interpretation B</b>, answers might confirm some or all of the many infrastructure developments and social reforms highlighted in the passage. They might highlight particular projects, or specific administrators or Viceroy in doing this.</li> <li>Answers might comment on the hyperbolic language used by the author of the passage and question the extent to which it is a balanced account. They might note that no negative consequences are mentioned.</li> <li>Answers may evaluate the passage’s content by challenging the view of Singh that the developments highlighted were universally successful and/or question the extent to which they benefited all Indians. For example, the Civil Service was small and despite articles promising equal access irrespective of race, in reality it was largely populated by the white, British upper and middle classes; its reach did not extend into much of rural India.</li> </ul>		

Question			Answer	Marks	Guidance
2*			<p><b>To what extent do you agree that the nature of colonial opposition to British rule remained consistent in the period 1857–1965?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis to the question,</b> answers might look at methods used, and might point to the prevalence of violent resistance throughout the period, from the Rebellion of 1857 in India to events in Kenya and Malaya in the post-war period.</li> <li>• Answers might refer to efforts throughout the period to find constitutional solutions through appeals to the metropolis, either Crown or Parliament.</li> <li>• Answers might make reference to the role that charismatic leaders played in opposition movements, and their general unpopularity with the centre even when they were advocating peaceful or constitutional solutions.</li> <li>• Answers might refer to the success that many opposition movements had across the period in recruiting support (although might also comment that ways of doing this differed).</li> <li>• <b>In challenging the hypothesis in the question,</b> answers might point to the rise of Nationalism in the second part of the period, which was more focused on national self-determination and the achievement of a constitutional handover.</li> <li>• Answers might highlight the move away from more spontaneous and generally localised forms of resistance to ones which were more carefully planned</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

Question			Answer	Marks	Guidance
			<p>and coordinated.</p> <ul style="list-style-type: none"> <li>Answers may mention the rise of pan-national resistance movements, such as Pan-Africanism, and cross-continental links made possible by improved communications in the twentieth century.</li> <li>Answers might explore geographical variations as an alternative model for analysing differences in opposition movements across the Empire, rather than, or in addition to, chronological changes.</li> </ul>		
3*			<p><b>‘The Berlin Conference was the most important turning-point in British imperial policy between 1857 and 1965.’ How far do you agree with this view?</b></p> <ul style="list-style-type: none"> <li><b>In supporting the hypothesis in the question,</b> answers might point to the importance of the Conference in starting the Scramble for Africa, which refocused British imperial policy on Africa and the opportunities it presented.</li> <li>Answers might point to the importance of the principles laid out in the Conference for the models of rule established in Africa, notably Indirect Rule.</li> <li>Answers might point to the way the Conference changed the international context and re-orientated the priorities of imperial policy-makers to place particular importance on using empire as a way of managing the European power balance.</li> <li><b>In challenging the hypothesis in the question,</b> answers might argue that the Conference was a response to, rather than the cause of, some of the changes outlined above.</li> </ul>	25	<ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels answers might establish criteria against which to judge.</li> <li>To be valid, judgements must be supported by relevant and accurate material.</li> <li>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.</li> </ul>

Y320			Mark Scheme		June 20xx
Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>Answers might argue that British rule in Africa was always a lower priority, and that, in fact, India remained the focus of imperial policy makers from the start of the period until Indian independence in 1947. Therefore, this might be presented as an alternative turning point.</li> <li>Answers might argue that the Berlin Conference was symptomatic of imperial policy driven largely by Great Power rivalry, and thus it is World War One and/or Two which was the more significant turning point, as it discredited this motive for empire building and refocused imperial policy towards stewardship with a goal of ultimate independence.</li> <li>Answers might argue that the Berlin Conference was merely an event in a long period of growth and development of the British Empire, and that in fact the most significant turning point(s) in the period was the point at which Britain accepted independence and the loss of its Empire, for example the Atlantic Charter, Indian independence or the 'Wind of Change' speech of 1960.</li> </ul>		

Question			Answer	Marks	Guidance
4*			<p><b>‘Rivalry with Germany was the most important international influence on Britain’s Empire.’ To what extent do you agree with this view of the period 1857–1965?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question,</b> answers might point to Bismarck’s policies and the importance of rivalry with Germany in influencing British involvement in the Scramble for Africa.</li> <li>• Answers might highlight the role that empire played in causing the First World War and its consequences in terms of enlarging the British Empire at the expense of Germany.</li> <li>• Answers might also highlight the indirect influence of Germany in the post-war era due to the discrediting of imperialism and the refocusing of imperial policy towards stewardship.</li> <li>• <b>In challenging the hypothesis in the question,</b> answers might point to rivalry with Russia, and later the USSR, as being the major international influence, in terms of Britain’s desire to retain control of strategically important colonies to avoid the growth of a Russian/Soviet sphere of influence.</li> <li>• Answers might point to Britain’s relationship with France, and argue that while this was characterised both by rivalry and cooperation during the period, it was nonetheless an importance influence on the Empire.</li> <li>• Answers might mention the threat of Communism in the 20<sup>th</sup> century which originated not only from the USSR (Africa) but also China (Asia).</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

Y320			Mark Scheme		June 20xx
Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>Answers might highlight the USA, both as a cause of Britain's participation in Europe's 'carving up' of the world in the late 19<sup>th</sup> century and as a major influence on Britain's relinquishing of the empire post-Second World War. Answers might also highlight the influence of American political ideology and the civil rights movement on resistance in the British Empire.</li> <li>Answers might discuss the influence of international institutions such as the League of Nations and the United Nations on the empire.</li> <li>Answers might look at the periphery rather than the centre, and/or mention influences spreading between colonies.</li> </ul>		



**Assessment Objectives (AO) Grid**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1</b>			30	<b>30</b>
<b>2/3/4</b>	50			<b>50</b>
<b>Totals</b>	<b>50</b>		<b>30</b>	<b>80</b>

**BLANK PAGE**

**BLANK PAGE**

## Summary of updates

---

Date	Version	Change
November 2020	0.14	Updated copyright acknowledgements.