

GCSE (9-1)

History B Schools History Project

J411/72: The Mughal Empire, 1526-1707

General Certificate of Secondary Education

Mark Scheme for June 2022

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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 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 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.*)

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. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

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
✓ 1	Level 1
✓ 2	Level 2
✓ 3	Level 3
✓ 4	Level 4
✓ 5	Level 5
✓ 6	Level 6
SEEN	Noted but no credit given
NAQ	Not answered question
~~~~	Extendable horizontal wavy line

## 1. 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.

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

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 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 seemingly 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.

## Mark scheme

## The Mughal Empire, 1526-1707

## Question 1 – 3 marks

- a) Name one feature of Shah Jahan's new capital at Delhi.
- b) Name one of Akbar's achievements between 1556 and 1605
- c) Give one example of resistance to Aurangzeb's rule between 1658 and 1707.

Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	For 1(a), likely valid responses include: <i>important crossing point on the River Yamuna, 20 metre high walls, the Red Fort, 'Hall of Private Audience', hamam (bathing area, canal to bring clean water, 'Hall of Public Audience' 'Drum Room.</i>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	For 1(b), likely valid responses include: <i>Successful conquests carried out (e.g. Rajasthan, the Deccan), ruled 100 million people, developed strong system of administration, hugely increased royal revenues, created ,magnificent court of great artistic beauty, open-minded search for spiritual truth, religious tolerance displayed.</i>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p>For 1(c) likely valid responses include: <i>Maratha raids in the Deccan, Jat Revolt, Satnamis rebellion, raid by Afghan tribesman blocking the Khyber pass, Sikh attempts to gain independence, Rajput rebellion.</i></p> <p>Any other historically valid response is acceptable and should be credited.</p>

Question 2 – 9 marks	
<p><b>2.</b> Write a clear and organised summary that analyses Akbar's religious beliefs in the years 1556-1605. Support your summary with examples.</p>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b>	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p>
<b>Level 3 (7–9 marks)</b> <p>Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1).  The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	<p><i>Answers may consider the following aspects and show understanding of second order concepts such as: Change (e.g. from Sunni Islam, to flirtation with Christianity, to Hindu influence, to 'Divine Faith'); causation (e.g. why he became disillusioned with Sunni Islam; why he flirted with Christianity); or consequence (e.g. impact of his open mind such as giving financial support to Hindu temples, or holding religious debates).</i></p> <p><i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
<b>Level 2 (4–6 marks)</b> <p>Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1).  The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	
<b>Level 1 (1–3 marks)</b> <p>Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1).  The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	
<b>0 marks</b> No response or no response worthy of credit.	

Question 2–9 marks	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p><b>[Change]</b> Akbar had been <b>brought up as a Sunni Muslim</b>. However, Akbar's religious beliefs <b>changed throughout his life</b> and he became more open-minded to other beliefs. For example, in 1580, he <b>hosted three Jesuit missionaries at his court to learn about Christianity</b>. They later said that Akbar had at times been at point of converting to Christianity, although this never happened. Further into the 1580s, Akbar began to worship the sun using rituals he came up with himself involving a sacred fire. This developed into a cult known as '<b>The Divine Faith</b>'. [9]</p> <p><b>NOTE: Change involves saying from what to what.</b></p> <p><b>[Consequence]</b> Akbar had an open mind when it came to religion and this had a <b>big impact on the Mughal Empire and on his rule</b>. For example, in the 1570s, he welcomed <b>Hindus into the army and financially supported Hindu temples</b>. In the 1580s, he built a large hall for <b>religious debates and opened these up</b> to include Hindus, Jains, Christians, Jews and Zoroastrians. [7]</p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p><b>[Causation]</b> Akbar moved away from Sunni Islam mainly <b>because of character of the Sunni religious leaders</b> at his court. Akbar believed these men were <b>corrupt and cared too much about their own power and wealth</b> as opposed to spiritual matters. (4)</p>
Level 1 (1–3 marks)	<p>Lists/descriptions of beliefs /related events with no organising concept, e.g.</p> <p>Akbar was very tolerant of other beliefs. In 1578, he had a religious experience in the middle of a hunt and said that all the animals should be freed rather than killed. He held religious debates every Thursday evening.</p>
0 marks	

<p><b>Question 3 – 10 marks</b>  <b>Why did Humayun face difficulties ruling the Mughal Empire between 1530 and 1555?</b>  <b>Explain your answer.</b></p>	
<b>Levels</b> AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> AO2 Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>	<b>Notes and guidance specific to the question set</b>
<p><b>Level 5 (9–10 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).</p>	<p><i>Explanations could consider: Humayun's weaknesses as a leader ( e.g. lack of military skill, failure to secure his gains after victories, addiction to opium), the threat posed by his three half-brothers who tried to seize power, challenges from enemies in Hindustan (e.g. Bahadur Shah, Sher Shah), lack of military support whilst in exile from 1540-55 leading to hardship for his followers.</i></p>
<p><b>Level 4 (7–8 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).</p>	<p><i>Explanations are most likely to show understanding of the second order concepts of causation and consequence and significance but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 3 (5–6 marks)</b>  Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).  Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).</p>	
<p><b>Level 2 (3–4 marks)</b>  Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).  Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).</p>	
<p><b>Level 1 (1–2 marks)</b>  Demonstrates some knowledge of features and characteristics of the period (AO1).  Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).</p>	
<p><b>0 marks</b>  No response or no response worthy of credit.</p>	

Question 3–10 marks	
Why did Humayun face difficulties in ruling the Mughal Empire between 1530 and 1555? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more reasons that Humayun faced difficulties identified and fully explained, e.g.</p> <p><i>One reason is that Humayun faced difficulties was because he wasn't very skilled as a military leader. For example, early in his rule, when Bahadur Shah, the ruler of Gujarat, invaded Afghanistan. The Mughals successfully drove them back and captured an important fort. However, Humayun's use of opium made him indecisive and he was forced to withdraw from Gujarat without taking the kingdom.</i></p> <p><i>One reason that Humayun faced difficulties was because his half-brothers were trying to seize power off him. For example, in 1540, Sher Shah's forces beat him at Kanauj and the Mughal army was destroyed, ending their power in Hindustan. Humayun fled to Lahore where he met his brothers. However, they would support him to take back his throne. This meant that Humayun spent 15 years in exile trying to gain the support he needed to win back the empire. [10]</i></p>
Level 4 (7-8 marks)	<p>One reason that Humayun faced difficulties identified and fully explained, e.g.</p> <p><i>One reason he faced difficulties was that he struggled to find troops to support him whilst in exile. Eventually, Humayun was forced to head all the way to Persia to seek help from the Shah. This was difficult because he faced great hardship on their winter journey through snowy mountain passes. [7]</i></p>
Level 3 (5-6 marks)	<p>Identifies one or more valid reason(s) but no supporting evidence OR no full explanation, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Humayun faced difficulties because he took opium.</i></li> <li>• <i>He faced difficulties because of his three half-brothers who wanted power for themselves.</i></li> <li>• <i>Humayun's rule was difficult because after Sher Shah defeated him, he had to go into exile.</i></li> </ul> <p>NOTE: 5 marks for one reason identified; 6 marks for two or more</p>
Level 2 (3-4 marks)	<p>Describes Humayun's problems, rule, or other related events without identifying/explaining <u>why</u> he faced difficulties in ruling the Mughal Empire, e.g.</p> <ul style="list-style-type: none"> <li>• <i>In 1539, Humayun almost drowned in the River Ganges whilst fighting Sher Shah's army.</i></li> </ul>
Level 1 (1-2 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> <li>• <i>He was a weak leader.</i></li> </ul>
0 marks	

<p><b>Question 4* – 18 marks</b>  <b>'Jahangir was a successful ruler between 1605 and 1627'</b></p> <p><b>How far do you agree?</b></p> <p><b>Give reasons for your answer.</b></p>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p> <p><b>Level 6 (16–18 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).  Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to reach Levels 5 and 6, this must involve considering both evidence to support and to challenge the statement.</i></p>
<p><b>Level 5 (13–15 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of the second order concepts of causation, consequence and change over time but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 4 (10–12 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).  <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: use of the 'chain of justice', the 12 decrees set out to improve the lives of the people, arrest of Khusrav and use of army to deal with this rebellion, open nature of debate at court and use of the jharokha, minor conquests in the north and east, taking control of Mewar, peace treaty with Shah Abbas, continuance of policies of religious toleration, peace and prosperity from 1611-1622.</i></p>
<p><b>Level 3 (7–9 marks)</b>  Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for disagreeing include: Lack of impact of the 12 decrees, lack of strong, central administration, mood swings and inconsistency, addictions to drugs and alcohol leading to poor/harsh decisions, with no serious effort made to enforce new rulings on these, inconsistency over religion, lack of territorial conquest, role of Prince Khurram in taking Mewar, key role of Nur Jahan on governing, years of rebellion, lack of economic improvement, increase in tax corruption.</i></p>
<p><b>Level 2 (4–6 marks)</b>  Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).  <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–3 marks)</b>  Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).  <i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b>  No response or no response worthy of credit.</p>	

Question 4* – 18 marks 'Jahangir was a successful ruler between 1605 and 1627.' How far do you agree? Give reasons for your answer. Guidance and indicative content	
<b>Level 6 (16-18 marks)</b>	<p><b>Balanced argument, two valid supporting examples each side (or three on one side and one on the other). Clinching argument = 18 marks , e.g.</b></p> <p><i>There is some evidence to support this statement. For example, just after Jahangir emperor, his son, <b>Khusrav, led a rebellion against him</b>, supported by a group of nobles. However, <b>Jahangir managed to stop the rebellion</b>. He promoted some of Khusrav's supporters to win them over and sent others far away. When Khusrav gathered an army in April 1606, Jahangir's forces defeated Khusrav near Lahore. This shows <b>Jahangir had considerable skill as a leader</b> and was able to use a mixture of diplomacy and force where necessary.</i></p> <p><i>Jahngir was also <b>successful in military matters</b>, making small conquests in the north and the east. For example, his armies managed to <b>take control of Merwar</b>, which was an independent kingdom surrounded by Mughal lands. In 1615, the Hindu Rana of Mewar surrendered and accepted Jahangir as his lord. This was a <b>huge success for Jahangir because</b> it was something his father, Akbar, had spent years trying to achieve.</i></p> <p><i>However, the <b>last years of Jahangir's rule were quite unstable</b>. In 1622, his son, <b>Shah Jahan, refused to follow the emperor's order to recapture Kandahar from the Persian shah, and instead marched the army north to try to overthrow Jahangir</b>. It took three years for Jahangir to put down the rebellion and as soon as he had done so, there was a <b>further rebellion by Mahabat Khan</b>. He held Jahangir as prisoner for months. Although the rebellion was eventually defeated, this <b>shows that Jahangir's rule was quite insecure</b>.</i></p> <p><i>Additionally, Jahangir failed to deal with the <b>problem of tax corruption</b>, which was a big problem. The emperor regularly redistributed the estates that amirs collected tax from, so that they couldn't build up a power base. However, this just meant that amirs <b>overtaxed their estates and kept the money for themselves</b> because they knew that the estate would go to someone different after a few years. Jahangir <b>tried to stop</b> this by issuing decrees, but this was unsuccessful and <b>tax corruption actually got worse</b> in his reign.</i></p> <p><i>Overall, I think that Jahangir was a successful ruler militarily – he didn't lose land and made some modest gains. However, politically he was less successful because he was constantly dealing with threats to his rule and could not hold his authority over the amirs.</i></p>
<b>Level 5 (13-15 marks)</b>	<p><b>Balanced argument supported by three valid supporting examples (i.e. two on one side and one on the other), e.g.</b></p> <p><i>There is some evidence to support this statement. For example, just after Jahangir emperor, his son, Khusrav, led a rebellion against him, supported by a group of nobles. However, Jahangir managed to stop the rebellion. He promoted some of Khusrav's supporters to win them over and sent others far away. When Khusrav gathered an army in April 1606, Jahangir's forces defeated Khusrav near Lahore. This shows <b>Jahangir had considerable skill as a leader</b> and was able to use a mixture of diplomacy and force where necessary.</i></p> <p><i>Jahngir was also <b>successful in military matters</b>, making small conquests in the north and the east. For example, his armies managed to <b>take control of Merwar</b>, which was an independent kingdom surrounded by Mughal lands. In 1615, the Hindu Rana of Mewar surrendered and accepted Jahangir as his lord. This was a <b>huge success for Jahangir because</b> it was something his father, Akbar, had spent years trying to achieve.</i></p> <p><i>However, the <b>last years of Jahangir's rule were quite unstable</b>. In 1622, his son, Shah Jahan, refused to follow the emperor's order to recapture Kandahar from the Persian shah, and instead marched the army north to try to overthrow Jahangir. It took three years for Jahangir to put down the rebellion and as soon as he had done so, there was a <b>further rebellion by Mahabat Khan</b>. He held Jahangir as prisoner for months. Although the rebellion was eventually defeated, this <b>shows that Jahangir's rule was quite insecure</b>.</i></p>

Level 4 (10-12 marks)	<p><b>One sided argument, supported by two examples, e.g.</b></p> <p><i>I agree, because just after Jahangir emperor, his son, Khusrav, led a rebellion against him, supported by a group of nobles. However, Jahangir managed to stop the rebellion. He promoted some of Khusrav's supporters to win them over and sent others far away. When Khusrav gathered an army in April 1606, Jahangir's forces defeated Khusrav near Lahore. This shows Jahangir had considerable skill as a leader and was able to use a mixture of diplomacy and force where necessary.</i></p> <p><i>Jahangir was also successful in military matters, making small conquests in the north and the east. For example, his armies managed to take control of Merwar, which was an independent kingdom surrounded by Mughal lands. In 1615, the Hindu Rana of Mewar surrendered and accepted Jahangir as his lord. This was a huge success for Jahangir because it was something his father, Akbar, had spent years trying to achieve.</i></p> <p><b>Alternatively, a balanced argument, supported by one example on each side, e.g.</b></p> <p><i>There is some evidence to support this statement. For example, just after Jahangir emperor, his son, Khusrav, led a rebellion against him, supported by a group of nobles. However, Jahangir managed to stop the rebellion. He promoted some of Khusrav's supporters to win them over and sent others far away. When Khusrav gathered an army in April 1606, Jahangir's forces defeated Khusrav near Lahore. This shows Jahangir had considerable skill as a leader and was able to use a mixture of diplomacy and force where necessary.</i></p> <p><i>However, the last years of Jahangir's rule were quite unstable. In 1622, his son, Shah Jahan, refused to follow the emperor's order to recapture Kandahar from the Persian shah, and instead marched the army north to try to overthrow Jahangir. It took three years for Jahangir to put down the rebellion and as soon as he had done so, there was a further rebellion by Mahabat Khan. He held Jahangir as prisoner for months. Although the rebellion was eventually defeated, this shows that Jahangir's rule was quite insecure.</i></p>
Level 3 (7-9 marks)	<p><b>One sided argument, supported by one example, e.g.</b></p> <p><i>I agree because just after Jahangir emperor, his son, Khusrav, led a rebellion against him, supported by a group of nobles. However, Jahangir managed to stop the rebellion. He promoted some of Khusrav's supporters to win them over and sent others far away. When Khusrav gathered an army in April 1606, Jahangir's forces defeated Khusrav near Lahore. This shows Jahangir had considerable skill as a leader and was able to use a mixture of diplomacy and force where necessary.</i></p>
Level 2 (4-6 marks)	<p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>No, Jahangir tried to introduce the 12 decrees such as banning alcohol, but they had little effect.</i></li> <li>• <i>Yes, his son Khusrav rebelled against him but he failed and Jahangir blinded him.</i></li> </ul> <p><b>Alternatively, description of Jahangir's rule/ relevant events without linking this to the question or without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>It was successful because Jahangir banned alcohol and the use of cannabis.</i></li> <li>• <i>Jahangir was quite tolerant of other religions and three of his nephews were baptized as Christians.</i></li> <li>• <i>Jahangir introduced the 'Chain of Justice' in Agra. Anyone who believed that they had been oppressed by their local ruler could pull the cord and Jahangir would hear the case himself.</i></li> </ul>
Level 1 (1-3 marks)	<p><b>Valid but general assertion(s), e.g.</b></p> <p><i>No, there was still lots of poverty during his reign.</i></p> <p><i>Yes, he won some battles.</i></p>

<b>Question 5* – 18 marks</b> <b>'Shah Jahan cared more about his image than his people'.</b> <b>How far do you agree?</b> <b>Give reasons for your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to reach Levels 5 and 6, this must involve considering both evidence to support and to challenge the statement.</i>
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of significance, similarity and difference or consequence, but reward appropriate understanding of any other second order concept.</i>
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for agreeing include: Only generous to those whose loyalty he needed, 650 men received 60% of tax revenue from 120 million people, focus on building projects, cost of new palace at Delhi, Peacock throne, increase in taxes made peasants' lives harder, love of jewels, money wasted on failed military campaigns due to his pride.</i>
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<i>Grounds for disagreeing include: New mosque in Delhi included school and hospital providing free healthcare, 'Hall of Public Audience', set up langars during famine, paid out 150,000 rupees to provide relief, didn't collect taxes, cities and trade developed, prices were stable.</i>
<b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
<b>0 marks</b> No response or no response worthy of credit.	

Question 5* – 18 marks 'Shah Jahan cared more about his image than his people.' How far do you agree? Give reasons for your answer. Guidance and indicative content	
Level 6 (16-18 marks)	<p><b>Balanced argument, two valid supporting examples each side (or three on one side and one on the other). Clinching argument = 18 marks , e.g.</b></p> <p><i>Shah Jahan definitely did care a lot about his image. On the day of his coronation, he wore a jewel in his turban which was worth over a million rupees. He also ordered the construction of the 'Peacock Throne', which was incredibly elaborate and decorated with rubies, diamonds, emeralds and pearls, and topped with a golden canopy. This shows how he wanted everyone to admire his wealth and power.</i></p> <p><i>However, it would be untrue to say that Shah Jahan did not care about his people as well. In the 1630s, there was a <b>huge famine</b> and around two million people died. Shah Jahan <b>responded to this crisis by setting up langars</b> in the cities where free food was handed out at. He also said that no tax was to be collected from the famine-stricken areas. These policies cost him dearly, <b>showing that he did care more about his people</b> than his image.</i></p> <p><i>Nevertheless, Shah Jahan's <b>building projects</b> showed he cared a lot about image. Most significantly, his construction of the <b>Taj Mahal</b> as a tomb for his favourite wife was extremely elaborate and cost over <b>20 million rupees</b>. Shah Jahan raised about 200,000 rupees a year from the villages near Agra simply to pay for its upkeep. Similarly, he insisted on building a <b>brand new palace at Delhi</b> which was <b>twice the size</b> of any other palace. These extravagant projects showed that Shah Jahan <b>cared a great deal about status and showing off</b>.</i></p> <p><i>Despite this, Shah Jahan's <b>building projects actually brought great benefit</b> to his people. For example, the <b>city of Delhi</b> grew around his new palace and there were gardens and markets. Delhi became a city of 400,000 people. In 1650, Shah Jahan built the '<b>Great Mosque</b>', which included a <b>school and a hospital</b> that provided free care to the sick, and there were public prayers in the remarkable building. This shows that <b>Shah Jahan was prepared to share his wealth</b> and enjoyment of fine things with his people.</i></p> <p><i>Overall, I would say that Shah Jahan did care more about his image. Though some of his projects – as in Delhi – had a positive impact on the people, this was not Shah Jahan's main motivation. In addition to this, though compassionate, his help for the poor came as a result of a terrible natural disaster, not out of a policy to make the peasants' lives easier.</i></p>
Level 5 (13-15 marks)	<p><b>Balanced argument supported by three valid supporting examples (i.e. two on one side and one on the other), e.g.</b></p> <p><i>Shah Jahan definitely did care a lot about his image. On the day of his coronation, he wore a jewel in his turban which was worth over a million rupees. He also ordered the construction of the 'Peacock Throne', which was incredibly elaborate and decorated with rubies, diamonds, emeralds and pearls, and topped with a golden canopy. This shows how he wanted everyone to admire his wealth and power.</i></p> <p><i>However, it would be untrue to say that Shah Jahan did not care about his people as well. In the 1630s, there was a huge famine and around two million people died. Shah Jahan responded to this crisis by setting up langars in the cities where free food was handed out at. He also said that no tax was to be collected from the famine-stricken areas. These policies cost him dearly, showing that he did care more about his people than his image.</i></p> <p><i>Nevertheless, Shah Jahan's building projects showed he cared a lot about image. Most significantly, his construction of the Taj Mahal as a tomb for his favourite wife was extremely elaborate and cost over 20 million rupees. Shah Jahan raised about 200,000 rupees a year from the villages near Agra simply to pay for its upkeep. Similarly, he insisted on building a brand new palace at Delhi which was twice the size of any other palace. These extravagant projects showed that Shah Jahan cared a great deal about status and showing off.</i></p>

<b>Level 4 (10-12 marks)</b>	<p><b>One sided argument, supported by two examples, e.g.</b></p> <p><i>I agree, because Shah Jahan definitely did care a lot about his image. On the day of his coronation, he wore a jewel in his turban which was worth over a million rupees. He also ordered the construction of the 'Peacock Throne', which was incredibly elaborate and decorated with rubies, diamonds, emeralds and pearls, and topped with a golden canopy. This shows how he wanted everyone to admire his wealth and power.</i></p> <p><i>Furthermore, Shah Jahan's building projects showed he cared a lot about image. Most significantly, his construction of the Taj Mahal as a tomb for his favourite wife was extremely elaborate and cost over 20 million rupees. Shah Jahan raised about 200,000 rupees a year from the villages near Agra simply to pay for its upkeep. Similarly, he insisted on building a brand new palace at Delhi which was twice the size of any other palace. These extravagant projects showed that Shah Jahan cared a great deal about status and showing off.</i></p> <p>.</p> <p><b>Alternatively, a balanced argument, supported by one example on each side, e.g.</b></p> <p><i>Shah Jahan definitely did care a lot about his image. On the day of his coronation, he wore a jewel in his turban which was worth over a million rupees. He also ordered the construction of the 'Peacock Throne', which was incredibly elaborate and decorated with rubies, diamonds, emeralds and pearls, and topped with a golden canopy. This shows how he wanted everyone to admire his wealth and power.</i></p> <p><i>However, it would be untrue to say that Shah Jahan did not care about his people as well. In the 1630s, there was a huge famine and around two million people died. Shah Jahan responded to this crisis by setting up langars in the cities where free food was handed out. He also said that no tax was to be collected from the famine-stricken areas. These policies cost him dearly, showing that he did care more about his people than his image.</i></p>
<b>Level 3 (7-9 marks)</b>	<p><b>One sided argument, supported by one example, e.g.</b></p> <p><i>I agree because Shah Jahan definitely did care a lot about his image. On the day of his coronation, he wore a jewel in his turban which was worth over a million rupees. He also ordered the construction of the 'Peacock Throne', which was incredibly elaborate and decorated with rubies, diamonds, emeralds and pearls, and topped with a golden canopy. This shows how he wanted everyone to admire his wealth and power.</i></p>
<b>Level 2 (4-6 marks)</b>	<p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• Yes, Shah Jahan raised the level of taxation which made the peasants' lives harder.</li> <li>• Yes, he preferred to be drawn in profile in his portraits.</li> <li>• No, he gave lots of poor relief during the famine.</li> </ul> <p><b>Alternatively, description of Shah Jahan's rule/ relevant events without linking this to the question or without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• Shah Jahan had a 'Peacock Throne' which was incredibly elaborate and decorated with rubies, diamonds, emeralds and pearls, and topped with a golden canopy.</li> <li>• In the 1630s, there was a huge famine and around two million people died.</li> </ul>
<b>Level 1 (1-3 marks)</b>	<p><b>Valid but general assertion(s), e.g.</b></p> <p><i>No, there was still lots of poverty during his reign.</i></p> <p><i>Yes, he was very vain.</i></p>

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