

GCSE (9–1)

History B (Schools History Project)

J411/72: The Mughal Empire, 1526-1707

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. 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	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(a), likely valid responses include specific successes such as capture of Samarkand or Battle of Panipat or Kauma, or more general points such as his successful raids on Hindustan.</i>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(b), likely valid responses include: toleration of other beliefs; abolition of jizya; support to Hindu temples AND mosques; interaction with Sufi</i>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(c) likely valid responses include: relied on small number of officials / military commanders; big rewards for loyal service; efficient tax collection; no longer semi-divine;</i>  <i>Any other historically valid response is acceptable and should be credited.</i>

<b>Question 2 – 9 marks</b> Write a clear and organised summary that analyses the challenges faced by Humayun during his reign. Support your summary with examples.	
Levels	Notes and guidance specific to the question set
<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><b>Level 3 (7-9 marks)</b>          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 should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><b>Answers could consider aspects of one or more of the following:</b></p> <ul style="list-style-type: none"> <li>- Humayun's changing fortunes (change; causation)</li> <li>- Why Humayun faced so many challenges (causation) e.g. three half-brothers: Kamran, Askari and Hindal all trying to seize power despite being given separate provinces to rule over.</li> <li>- Humayun's successes / failures (causation; significance) – 1545 military support by the Shah Humayun challenged his brothers in Afghanistan – 1545 he captured Kandahar and took Kabul. Kamran's rule so harsh, many joined Humayun. He was pressured to execute his brother Kamran but had him blinded instead.</li> <li>- Challenges in Hindustan – In the South: opium taking made him indecisive Bahadur Shah the ruler of Gujarat invaded Afghanistan – Mughals pushed them back but opium taking made Humayun indecisive and he had to withdraw from Gujarat without taking the kingdom. (causation)</li> <li>- In the East: Sher Shah, ruler of Bihar posed a threat – Humayun was slow to react – 2 armies faced each other at Chausa, Humayun almost killed but saved by water carrier (significance)</li> </ul> <p><i>Answers may show understanding of second order concepts such as cause and consequences; significance; diversity</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>
<p><b>Level 2 (4-6 marks)</b>          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> <p><b>Level 1 (1-3 marks)</b>          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> <p><b>0 marks</b>          No response or no response worthy of credit.</p>	

Question 2–9 marks	
Write a clear and organised summary that analyses the challenges faced by Humayun during his reign. Support your summary with examples.	
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>[Cause]</b></p> <ul style="list-style-type: none"> <li>- One of the main challenges faced by Humayun during his reign was his indecisiveness which was <b>caused</b> by taking too much opium. For example, when Bahadur Shah the ruler of Gujarat invaded Afghanistan the Mughals were initially successful, capturing Champanir and pushing them back however the amount of opium being taken by Humayun following his initial victory <b>caused</b> Humayun to be indecisive and he had to withdraw from Gujarat without taking the kingdom.</li> </ul> <p><b>[Significance]</b></p> <ul style="list-style-type: none"> <li>- Humayun's forces had faced Sher Shar at Kanauj and the Mughal army had been destroyed. For 15 years Humayun was unable to take back his empire reinforcing the <b>significance</b> of the battle. Humayun fled to Agra and Lahore while Sher Shar became the new emperor of northern India. This saw the end of Mughal power in Hindustan as he could not gain the support he needed from his three half-brothers which was a <b>significant</b> turning point in the rule of Humayun and his rule.</li> </ul>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p><b>[Cause]</b></p> <ul style="list-style-type: none"> <li>- A significant challenge faced by Humayun during his reign was the internal threat of his three half-brothers. Their desire to rule over the Mughal Empire themselves <b>caused</b> challenges to the leader. Humayun tried to reduce the tension between himself and his brothers Kamran, Askari and Hindal by providing them with separate provinces to rule over however they remained determined to try and rule themselves and this <b>caused</b> tension and conflict during the reign of Humayun.</li> </ul>
Level 1 (1–3 marks)	<p>List of events / developments with no organising concept, e.g.</p> <ul style="list-style-type: none"> <li>- 1542 Humayun crossed the Indus and wanted support from his half-brother Askari – Askari's troops were hostile and pushed him back.</li> </ul>
0 marks	

<b>Question 3 – 10 marks</b> <b>Why is Akbar generally seen as an effective ruler? Explain your answer.</b>		<b>Notes and guidance specific to the question set</b>
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>		
<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).	<b>Explanations could consider:</b> <ul style="list-style-type: none"> <li>- Military success(es) e.g. Chitor where he showed resilience and showed resistance to Mughal rule would not go unpunished, effective use of cannons and muskets, in the east: Bengal, Bihar and Orissa were annexed into the Mughal Empire in 1576. The North-West: Kashmir, Sindh. The South: The Deccan – stored the fortress of Ahmednagar and forced sultans to pay tribute.</li> <li>- Extension of the Empire: e.g. Rajasthan (ruled by Hindu chiefs known as Rajputs – married daughter and secured loyalty by giving them important roles in the military and administration)</li> <li>- Effective administration which led to huge increases in royal revenues; Held court at Agra, Fatehpur Sikri, Lahore, Deccan. Mansabdari system – mansabdars whose roles were not hereditary.</li> <li>- Relatively stable finances – tax collection – official records for each village listing the exact size of fields and the amount of crops produced – tax collectors collected data on average yields so the correct amount of tax could be collected. Tax collectors demanded cash not produce which led to large amounts of silver coming into the Mughal Empire. Standardised coins stimulated the economy.</li> <li>- Religious tolerance (either as a moral benefit or as an effective means of avoiding internal strife over religion) born a Sunni Muslim he welcomed those of non-Sunni origin into his court, he knew to be accepted he needed to be respected by Muslims and Hindus – married Hindu Rajput families and the girls were not expected to convert to Islam. Got rid of the Jizya – poll tax the Delhi Sultans had imposed on non-Muslims. Learnt about Christianity from Jesuit missionaries in Fatehpur Sikri, engaged in religious debates, The Divine Faith.</li> </ul>	
<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).		
<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).		
<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).		
<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).		
<b>0 marks</b> No response or no response worthy of credit.		<p>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.</p>

Question 3–10 marks	
Why is Akbar generally seen as an effective ruler? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p><b>Two or more reasons that explain why Akbar was seen as an effective ruler, e.g.</b></p> <p><i>(Consequence) At the beginning of his reign, Akbar's treasury was almost non-existent however as a <b>consequence</b> of invading his enemies' territory in northern India and emptying their treasuries, Akbar began to build up great wealth and ensured the stability of the Mughal Empire's revenues. This was enhanced by the establishment of his thorough tax collection system where official records for each village listed the exact size of fields and the number of crops produced. Tax collectors collected data on average yields so the correct amount of tax could be collected which also <b>resulted in</b> the stability of the economy and revenues.</i></p> <p><i>(Significance/change) Akbar showed religious tolerance during his reign which was a <b>significant change</b> to rulers prior to him. The Jizya (poll tax) which has been imposed on non-Muslims by the Delhi Sultans was abolished and Akbar revealed his religious tolerance through his marriages into Hindu Rajput families where his wives were not expected to convert to Islam alongside listening to the arguments of Jesuit missionaries in Fatehpur Sikri. His desire to accept those of other faiths into his kingdom undoubtedly aided his success in ruling over the Mughal Empire as he reduced the amount of religious tension, this was a <b>change in how to rule</b>.</i></p>
Level 4 (7-8 marks)	<p><b>One reason that explain why Akbar was seen as an effective ruler, e.g.</b></p> <p><i>(Significance)</i></p> <p><i>Akbar showed great military strength for example he established his control over Rajasthan by marching into Chitor - the Mewar capital which was a strongly fortified city. Akbar showed resilience as for two months many men died as he could not get into the city walls however, his cannons finally broke through. Akbar killed the commander of Chitor and his Mughal troops slaughtered over 20,000 civilians who had helped the Rajput enemies. This victory was <b>significant</b> to setting the precedent that resistance to Mughal rule would not go unpunished and Akbar had displayed his military power and desire to expand the Mughal empire.</i></p>
Level 3 (5-6 marks)	<p><b>Identifies one or more valid reason(s) but no supporting evidence OR no full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• Akbar achieved relatively stable finances through his tax collection.</li> <li>• He showed religious tolerance as he was born a Sunni Muslim but welcomed those of non-Sunni origin into his court.</li> <li>• Akbar had military success(es) e.g. Chitor where he used cannons and muskets effectively.</li> </ul> <p><b>NOTE: 5 marks for one reason identified; 6 marks for two or more</b></p>
Level 2 (3-4 marks)	<p><b>Describes Akbar without explaining why he was seen as an effective ruler, e.g.</b></p> <p><i>Akbar was a strong Sunni Muslim leader and ruled over 100 million people.</i></p>
Level 1 (1–2 marks)	<p><b>Valid but general assertion(s), e.g.</b></p> <p><i>Akbar was very strong and powerful.</i></p>
0 marks	

**Question 4* – 18 marks**

**'Jahangir only cared about his patronage of painting'. How far do you agree? Give reasons for your answer.**

**Levels**

**AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks**

**AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 12 marks**

**Level 6 (16–18 marks)**

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).

*There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*

**Level 5 (13–15 marks)**

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).

*There is a well-developed line of reasoning which is coherent, relevant and logically structured.*

**Level 4 (10–12 marks)**

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).

*There is a developed line of reasoning which is clear, relevant and logically structured.*

**Level 3 (7–9 marks)**

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).

*There is a line of reasoning presented which is mostly relevant and which has some structure.*

**Level 2 (4–6 marks)**

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).

*There is a line of reasoning which has some relevance and which is presented with limited structure.*

**Level 1 (1–3 marks)**

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).

*The information is communicated in a basic/unstructured way.*

**0 marks**

No response or no response worthy of credit.

**Notes and guidance specific to the question set**

*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 achieve the highest two levels answers must consider both Jahangir's attitude to art AND at least one other factor.*

*Answers are most likely to show understanding of the second order concepts of causation and consequence and change over time but reward appropriate understanding of any other second order concept.*

**Grounds for agreeing include:** Patronage of art: confidence that he could perceive the face of any being painted and who had painted the face and eyebrows, loved portraits, loved European artwork and took works from European visitors who came to his court, miniature paintings, demanded accuracy and realism in paintings, employed large numbers of artists, variety of subjects to paint e.g. hunting expeditions and meetings with courtiers. Patronage of Science: beauty of the natural world and how it worked, dissections of animals, ordered artists to paint elements of the natural world e.g. a man in his last moments of life and two mating cranes, flowers also painted.

**Grounds for disagreeing include:** Chain of Justice (60 small bells hung from a golden chain, anyone who believed they had been oppressed could ring the bell and Jahangir would hear the case himself), The 12 Decrees (e.g. no alcohol or drugs made or sold and all prisoners released to make a fresh start for his empire – weakly enforced however), Rebellion of Khrusarav dealt with decisively, Business of administration / government – daily routine and meeting with advisors daily to decide important business however these sometimes turned into drinking parties, religious tolerance similar to Akbar (Thursday night meetings), Eastern and Northern military successes e.g. Mewar, Prince Khurram (his son) victories e.g. Deccan peace treaty, Nur Jahan 'light of the world' – trusted wife, Economy and trade e.g. Surat, Lives of the rural poor, drink and opium.

## Question 4* – 18 marks

'Jahangir only cared about his patronage of painting'. 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>There is some evidence to support this view. For example, Jahangir loved the European influence on his artwork, he was very impressed by miniatures which were first brought to his court by Sir Thomas Roe. Jahangir had similar miniatures made – one of himself and placed it into a gold surround which he presented to Roe. His patronage of miniature paintings and handing them as gifts to people who visited his court proves how much he cared about painting. Additionally, Jahangir introduced new themes into Mughal art for the first time for example, meetings with courtiers, the natural world and hunting expeditions. He employed a great number of artists to carry out the production of these works which again reinforces the care he had for his patronage of art and the development he wanted to encourage in Mughal artwork.</i></p> <p><i>On the other hand, Jahangir clearly cared about justice for his citizens due to his introduction of the 12 Decrees where he banned the production of alcohol and drugs and prohibited them being sold and released all prisoners to make a fresh start for his empire. The introduction of such new measures indicates that Jahangir clearly cared about the wellbeing and justice of his subjects. Additionally, Jahangir also cared about religious tolerance which is clear from his continuation of the weekly meetings Akbar had to discuss ideas of religion. He was also happy to be served by Hindu generals and officials and regularly spent hours talking to a Hindu holy man who lived in a cave. Religious tolerance and openness was clearly significant to Jahangir's leadership.</i></p> <p><i>Overall I agree with the statement. Although Jahangir introduced measures to achieve greater justice for his citizens and showed religious tolerance these ideas were always lacking in integrity with the 12 decrees being weakly upheld and a lack of personal engagement with different religious ideas. It was clearly his patronage of art that he cared most deeply about as shown through his desire to work with European artists and commission such a multitude of different themes.</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>There is some evidence to support this view. For example, Jahangir loved the European influence on his artwork, he was very impressed by miniatures which were first brought to his court by Sir Thomas Roe. Jahangir had similar miniatures made – one of himself and placed it into a gold surround which he presented to Roe. His patronage of miniature paintings and handing them as gifts to people who visited his court proves how much he cared about painting. Additionally, Jahangir introduced new themes into Mughal art for the first time for example, meetings with courtiers, the natural world and hunting expeditions. He employed a great number of artists to carry out the production of these works which again reinforces the care he had for his patronage of art and the development he wanted to encourage in Mughal artwork.</i></p> <p><i>On the other hand, Jahangir clearly cared about justice for his citizens due to his introduction of the 12 Decrees where he banned the production of alcohol and drugs and prohibited them being sold and released all prisoners to make a fresh start for his empire. The introduction of such new measures indicates that Jahangir clearly cared about the wellbeing and justice of his subjects.</i></p>
Level 4 (10-12 marks)	<p><b>One sided argument, supported by two examples, e.g.</b></p> <p><i>I disagree. Jahangir clearly cared about justice for his citizens due to his introduction of the 12 Decrees where he banned the production of alcohol and drugs and prohibited them being sold and released all prisoners to make a fresh start for his empire. The introduction of such new measures indicates that Jahangir clearly cared about the wellbeing and justice of his subjects. Additionally, Jahangir also cared about religious tolerance which is clear from his continuation of the weekly meetings Akbar had to discuss ideas of religion. He was also happy to be served by Hindu generals and officials and regularly spent hours talking to a Hindu holy man who lived in a cave. Religious tolerance and openness was clearly significant to Jahangir's leadership.</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 view. For example, Jahangir loved the European influence on his artwork, he was very impressed by miniatures which were first brought to his court by Sir Thomas Roe. Jahangir had similar miniatures made – one of himself and placed it into a gold surround which he presented to Roe. His patronage of miniature paintings and handing them as gifts to people who visited his court proves how much he cared about painting. On the other hand, Jahangir clearly cared about justice for his citizens due to his introduction of the 12 Decrees where he banned the production of alcohol and drugs and prohibited them being sold and released all prisoners to make a fresh start for his empire. The introduction of such new measures indicates that Jahangir clearly cared about the wellbeing and justice of his subjects.</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 disagree. Jahangir clearly cared about justice for his citizens due to his introduction of the 12 Decrees where he banned the production of alcohol and drugs and prohibited them being sold and released all prisoners to make a fresh start for his empire. The introduction of such new measures indicates that Jahangir clearly cared about the wellbeing and justice of his subjects.</i></p>
<b>Level 2 (4-6 marks)</b>	<p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b>  <i>No, I disagree because Jahangir introduced The 12 Decrees.</i></p> <p><b>Alternatively, description of relevant events without linking this to the question or without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Jahangir loved European artwork and took works from European visitors who came to his court</i></li> <li>• <i>Jahangir had confidence that he could perceive the face of any being painted and work out who had painted the face and eyebrows</i></li> </ul>
<b>Level 1 (1-3 marks)</b>	<p><b>Valid but general assertion(s), e.g.</b>  <i>Yes I agree because he loved art so much.</i></p>

<b>Question 5* – 18 marks</b> <b>Shah Jahan was an unsuccessful ruler.' How far do you agree? Give reasons for your answer.</b>		<b>Notes and guidance specific to the question set</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>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 achieve the two highest levels, answers must consider some of the grounds for arguing the opposite point of view to the one that they finally support.</i> <i>Answers are most likely to show understanding of the second order concepts of significance, cause and consequence but reward appropriate understanding of any other second order concept.</i> <b>Grounds for agreeing include:</b> <i>Chaotic succession, Famine – between 1630 and 1632 three crop failures led to desperate hunger in Gujarat and the Deccan, 2 million people died of starvation – although Shah Jahan set up Langars and tax relief to help he spent so much on his own jewels and court that he put this above his people. Mixed record in military terms, long drawn out campaign by Shah Jahan's armies against a rebellious noble – Khan Jahan Lodi, fights in this area made life for civilians even worse as they were living through famine and emperors and nobles would feed their men and animals over the people who lived on the land. Ruthless seizure of power – too brutal, Battle at Balkh 1646-47 (unsuccessful)</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>	<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>	<b>Grounds for disagreeing include:</b> <i>Known as 'great Mughal by Europeans, Ruthless seizure of power – Asaf Khan offered Dawar the throne and Dawar was declared emperor – Shah Jahan offered rich rewards to those who would support him and leading nobles left the court of Dawar to join him. He organised the brutal assassination of Dawar and princes and heads were sent to Shah Jahan as proof = strength and deterrent to oppose him. Building up support of key allies in administration and military – offered generous rewards to keep control e.g. pensions and huge annual incomes to Asaf Khan, Use of propaganda ie luxury of court – the peacock throne where the gold weighed more than two elephants and jewels were worth 10 million rupees. Patronage of arts – continuity from his father – fewer artists but same high standard; dance, music and literature all encouraged – loved learning about travel, biography and history, made Hindi a respectable language among educated Mughals and invested in works of mathematics and astrology being translated into Persian. Building projects – 25 million rupees on madrassas (schools), mosques and hospitals, created new capital city of Delhi and built the Taj Mahal – tomb for his wife Mumtaz Mahal – work started in 1632, Mathematicians, theologians, astrologers and engineers all employed to build the Taj Mahal (20,000 labourers) took 21 years to build.</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>	<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.	

<b>Question 5* – 18 marks</b> <b>Shah Jahan was an unsuccessful ruler.' How far do you agree? Give reasons for your answer.</b>	
<b>Guidance and indicative content</b>	
<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 view. The famine between 1630 and 1632 saw three crop failures which led to desperate hunger in Gujarat and the Deccan and 2 million people died of starvation – although Shah Jahan set up Langars and tax relief to help he had spent so much on his own jewels and court that he put this above his people for example the peacock throne is estimated to have cost more than 10 million rupees, Shah Jahan chose greed over his people making him an unsuccessful ruler. Additionally, he had a mixed record in military terms for example his campaign in Balkh in 1646-47 saw armies led by two of his sons twice turning back when faced with bitterly cold weather in central Asia. The campaign cost him huge sums of money and the attempt was a failure deeming this to support the view that he was an unsuccessful ruler.</i></p> <p><i>On the other hand there were other reasons to argue that Shah Jahan was a successful ruler. For example, he created the new capital city of Delhi where he could create a new palace – known as the Red Fort, to put on elaborate ceremonies and procession, it was built on the river Yamnuna which was used by traders and pilgrims which would bring great wealth and prestige to the city and help to establish Shah Jahan as a successful and powerful ruler, the city soon filled and Delhi soon had a population of over 400,000 people reinforcing its success. Additionally, Shah Jahan's ruthless seizure of power where he organised the brutal assassination of Daur and the princes who supported him reinforced the strength he would show to anyone who opposed him. He demanded the heads of those assassinated to be sent to him as proof this would clearly serve as a deterrent to any who opposed him making him successful in establishing his rule as a strong leader.</i></p> <p><i>Overall I disagree with the statement. The fact that Shah Jahan was seen as brutal and aggressive could also be seen as a great strength and ensure that people were deterred from opposing him, his title of the great Mughal by Europeans reinforces the respect he commanded for his successes in building, trade and wealth making him a successful leader.</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 view. The famine between 1630 and 1632 saw three crop failures which led to desperate hunger in Gujarat and the Deccan and 2 million people died of starvation – although Shah Jahan set up Langars and tax relief to help he had spent so much on his own jewels and court that he put this above his people for example the peacock throne is estimated to have cost more than 10 million rupees, Shah Jahan chose greed over his people making him an unsuccessful ruler. Additionally, he had a mixed record in military terms for example his campaign in Balkh in 1646-47 saw armies led by two of his sons twice turning back when faced with bitterly cold weather in central Asia. The campaign cost him huge sums of money and the attempt was a failure deeming this to support the view that he was an unsuccessful ruler.</i></p> <p><i>On the other hand there were other reasons to argue that Shah Jahan was a successful ruler. For example, he created the new capital city of Delhi where he could create a new palace – known as the Red Fort, to put on elaborate ceremonies and procession, it was built on the river Yamnuna which was used by traders and pilgrims which would bring great wealth and prestige to the city and help to establish Shah Jahan as a successful and powerful ruler, the city soon filled and Delhi soon had a population of over 400,000 people reinforcing its success.</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 disagree. There were other reasons to argue that Shah Jahan was a successful ruler. For example, he created the new capital city of Delhi where he could create a new palace – known as the Red Fort, to put on elaborate ceremonies and procession, it was built on the river Yamuna which was used by traders and pilgrims which would bring great wealth and prestige to the city and help to establish Shah Jahan as a successful and powerful ruler, the city soon filled and Delhi soon had a population of over 400,000 people reinforcing its success. Additionally, Shah Jahan's ruthless seizure of power where he organised the brutal assassination of Dawar and the princes who supported him reinforced the strength he would show to anyone who opposed him. He demanded the heads of those assassinated to be sent to him as proof this would clearly serve as a deterrent to any who opposed him making him successful in establishing his rule as a strong leader.</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 view. The famine between 1630 and 1632 saw three crop failures which led to desperate hunger in Gujarat and the Deccan and 2 million people died of starvation – although Shah Jahan set up Langars and tax relief to help he had spent so much on his own jewels and court that he put this above his people for example the peacock throne is estimated to have cost more than 10 million rupees, Shah Jahan chose greed over his people making him an unsuccessful ruler. On the other hand, Shah Jahan's ruthless seizure of power where he organised the brutal assassination of Dawar and the princes who supported him reinforced the strength he would show to anyone who opposed him. He demanded the heads of those assassinated to be sent to him as proof this would clearly serve as a deterrent to any who opposed him making him successful in establishing his rule as a strong leader.</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, Shah Jahan had a mixed record in military terms for example his campaign in Balkh in 1646-47 saw armies led by two of his sons twice turning back when faced with bitterly cold weather in central Asia. The campaign cost him huge sums of money and the attempt was a failure deeming this to support the view that he was an unsuccessful ruler.</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> <p><i>No, I disagree because Shah Jahan built Delhi and the Taj Mahal</i></p> <p><b>Alternatively, description of relevant events without linking this to the question or without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>The Taj Mahal – tomb for his wife Mumtaz Mahal – work started in 1632, Mathematicians, theologians, astrologers and engineers all employed to build the Taj Mahal (20,000 labourers) took 21 years to build.</i></li> <li>• <i>He built the peacock throne where the gold weighed more than two elephants and jewels were worth 10 million rupees.</i></li> </ul>
<b>Level 1 (1-3 marks)</b>	<p><b>Valid but general assertion(s), e.g.</b></p> <p><i>No, I think Shah Jahan was a very successful ruler.</i></p>

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