

A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y320/01 Summer 2024 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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Paper Y320/01 series overview

Y320 is one of twenty-one units for Paper 3 of the A Level examination for GCE History. This unit tests an extended period of History of at least one hundred years through an interpretation question on a named in-depth topic and through two essays.

The paper is divided into two sections. In Section A candidates are required to use contextual knowledge to test the views of two historians about one of the three named in-depth topics or an aspect of one. The question does not require them to comment on the style of writing or the provenance of the interpretation.

In Section B candidates are required to answer two essay questions from a choice of three.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> showed a clear understanding of the views of the two interpretations in relation to the question were able to use contextual knowledge to test the interpretations, linking that knowledge directly to the interpretation through evaluative words were able to consider both the strengths and limitations of both Interpretations using contextual knowledge in answering the essay questions, covered the whole period in a balanced way adopted a thematic approach made links and comparisons between aspects of the topic explained the links and comparisons supported their arguments with precise and relevant examples reached a supported judgement about the issue in the question demonstrated an understanding and familiarity with the different command verbs e.g. identify, describe, explain, and discuss. 	<ul style="list-style-type: none"> showed a limited understanding of one or both of the interpretations did not go beyond a basic explanation of part of the interpretation did not link any contextual knowledge directly to the interpretation and therefore did not evaluate the interpretation in answering the essay adopted a chronological rather than thematic approach did not make links or comparisons even if events from different parts of the period were discussed in the same paragraph did not cover the whole period did not focus on the precise wording of the question made unsupported comments about issues which were no more than assertions.

Section A overview

There is one compulsory question in this section. This question requires candidates to explain the view of each interpretation in relation to the question and then evaluate the interpretation by the application of contextual knowledge. Responses should show an understanding of the wider debate connected to the issue.

Section A in Paper Y320 is focused on the failure of the Indian Rebellion of 1857

Question 1

1 Evaluate the interpretations in **both** of the two passages.

Explain which you think is more convincing as an explanation of the reasons for the failure of the Indian rebellion of 1857. [30]

The interpretation question was, on the whole, answered well. The majority of candidates were able to access the higher levels by clearly linking their own knowledge to the views and opinions mentioned. At the top end, candidates used precise and accurate own knowledge to assess three viewpoints presented per interpretation. They explained that Interpretation A argues that a lack of unity was the key reason for the failure of the Indian rebellion whereas Interpretation B argues that a greater variety of factors led to failure.

The most successful answers dealt with each interpretation in turn before coming to a measured conclusion. Answers which attempted a thematic approach were often confused and lacked evaluation, leading to an essay-like approach. Some candidates are still listing the relative points that each interpretation makes before testing with own knowledge. This often led to candidates not completing answers.

Centres should be aware that credit is given in assessing the relative convincingness of the views that are present in each interpretation. Answers which proceeded to list impacts that were not present in each interpretation did not score highly, as they were not explicitly evaluating the view of each historian. This was often highlighted or prefixed by the phrase 'fails to mention'. Candidates should not be evaluating what is not there, but instead focusing on the actual views presented and testing them against historical knowledge.

Centres should also be aware that there is no requirement to mention other historians, nor indeed to evaluate their provenance.

Exemplar 1

1	<p>Passage A is a more convincing explanation of the reasons for the failure of the Indian Rebellion of 1857. Passage A states that disunity in aims such as a lack of unity was the main reason the Indian forces is the primary reason the Rebellion failed. Passage B states, in contrast, that the strength of the British forces were the main reason for the failure of the rebellion. Passage A is fundamentally more convincing as at the time Indian society was extremely divided along the caste system and along religious lines, this division translated into the Rebellion, hence it failed.</p> <p>Firstly, Passage A can be deemed to be wholly convincing as a explanation of why the rebellion failed. The passage outlines that the lack of unity of the Indian forces was the reason for the failure as shown by "the lack of unity in the resistance.... Rebel leaders to disagree". Then "if this had not been the case, the resistance might have been more successful" therefore conveying that the disunity amongst the leaders and general sepoys in the rebellion was the reason it failed. This can be deemed as wholly convincing as ultimately the leaders of the rebellion had totally different aims, for example Bahadur Shah II wanted to reintroduce Mughal supremacy and the Mughal Empire whereas another leader Nana Shahib wanted Maratha supremacy. Both aims were</p>
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entirely incompatible with each other and therefore there was deep disparity in the aims of the leaders. Fundamentally this led to an uncoordinated war effort that was easily defeated by the British. In addition, within the Indian Army, rebels, Talukdars, Zamindars and peasants wanted drastically different things from the rebels, henceforth proving the convincing nature of "The lack of unity in the resistance". Generally, Talukdars wanted the reimbursement of their land and tax collector's privileges that the British had taken from them. This was totally different to lower castes such as the peasants who wanted to improve their own wellbeing in terms of economic wellbeing. Thus, the self-interested nature of all of those who took part in the resistance meant a lack of unity and thus the rebellion fragmented and was subsequently easily defeated by the British. Therefore, passage A provides a convincing explanation of why the rebels failed, arguing that systemic and fundamental divisions within the resistance brought it down.

A contrasting argument however argues that A is a convincing explanation of the reasons for the failure of the Indian Rebellion of 1857. While it is true that Indian troops and poor promotion prospects, it is wholly convincing that the Indian princes whom they brought in to lead

them were not much better", hence A is unconvincing in explaining that the inability of the Indian princes was a reason for the failure of the Rebellion. Quite the contrary is true in fact, Princes like Nana Sahib were highly skilled and effective leaders, for example at the Siege of Cawnpore in June 1857 Nana Sahib effectively crushed British forces, then taking the city later on in the Siege of Lucknow in November 1857 Nana Sahib proved to be a force, inflicting 2,500 casualties on British forces. Therefore, since A is unconvincing in stating that the failure of the Rebellion rests on the inability of the Indian Princes, in fact it is untrue to say "they" were not much better. Furthermore, arguably passage A is unconvincing as an explanation; the passage states that a cause of the failure was the rebels had "little of a common cause" conveying that there was discontent in the motivations of the rebels. However this is unconvincing as in fact they did have a common cause, in ~~November 1857~~ May 1857 Bahadur Shah "made a Royal proclamation" stating that Hindus and Muslims should unite for a common cause and that common cause was "expelling the British", therefore, ~~as for~~ passage A's emphasis on resistance diversity being the cause of the failure is unfounded; thus the source may be considered as unconvincing as an explanation of the reasons for the failure of the rebellion. On balance the

latter argument is ~~more~~ weaker, indeed passage A does provide the more convincing explanation of why the Indian Mutiny failed. At the time within Indian society the caste system was ingrained, thus while proclamations like Shah's in 1857 highlight unity, it is only superficial unity for reality the Indian forces were highly divided and lacked clear unity. Due to religious divisions between Hindus and Muslims and caste conflict between Brahmins and peasants. These in the resistance wanted radically different things as an outcome of the rebellion. Therefore, passage A can be deemed as ~~latter~~ convincing as an explanation of the reasons for failure of the rebellion in 1857.

A contrasting argument here starts that passage B is a more convincing explanation of the reasons for failure of the Indian Mutiny. While passage B agrees in some sense on resistance involvement and a lack of unity. Passage B explains that the strength of the British forces were the reason the Mutiny failed, while also resistance weaknesses being a factor. The ~~same~~ passage is convincing in saying "using steamships and the electric telegraph, the British were able to call in fresh British troops". This can be deemed as highly convincing as at the time ~~British~~ British forces were more advanced than their Indian counterparts, having access to 288 miles of railway to transport troops.

and being able to communicate with other parts of India to bring in troops from loyal areas such as Madras. Thus, passage B is convincing as explaining that British technological superiority was the reason for the failure of the Indian rebels. In addition, passage D is convincing as stating that: "Many of their countrymen fought against them" and thus this being a reason why the rebels failed. This is convincing as 20/74 native Bengal Army regiments remained loyal to the British, this meant 80,000 Indian soldiers in the Bengal army remained loyal. In addition, 82% of British forces casualties in the Siege of Delhi were Indian soldiers fighting for the British side. Henceforth, passage B can be considered as convincing as an explanation of the reason for the failure of the Indian Rebellion, as ultimately the British forces were better resourced and had large numbers of loyal Indians fighting for them.

On the other hand, Passage B can be considered as totally unconvincing as an explanation of the failure of the Indian Mutiny. Passage B outlines the lack of nationwide support being a significant cause for the failure of the rebels, as evidenced by "Their support was always confined to the North". However, this can be considered as unconvincing, fundamentally the lack of nationwide support was not an issue here as a reason why the Mutiny failed. In fact

across ~~the~~ ~~of~~ Orissa and much of central India there was support for the rebellion. Thus, this ~~fact~~ explains on the lack of widespread support as a reason for the failure of the rebellion is convincing. In reality, there was pockets of resistance all across ~~the~~ India, for example there was brutal fighting in Amrawati in the centre of the country, thus conveying that ~~these~~ ~~for~~ the passages statement that "their support was always confined to the North" is totally convincing and in reality the rebels were able to transform the uprising into a war of independence unlike what passage B says ~~for~~ ~~was~~. Hence, as there was fighting all across India and even in the North 1857/74 Nativ Bercup Army revolted the rebellion was that of a war of independence. Thus, passage B is convincing as a explanation of the reasons for failure of the rebellion. Overall, passage B is convincing as an explanation of the reasons for the failure of the rebellion while, both forces may have been more advanced in terms of technology they often went up against forces far larger than them (Indian force in total is estimated to be between 200,000 - 400,000), in addition they were going up against sepoys who knew the land better than them. Thus, ~~the~~ ~~the~~ British were in reality not that much stronger than the Indian forces. On balance, it was the weaknesses within the Indian forces that resulted in the failure of the rebellion. Thus, passage B is

less convincing than passage A as an explanation of why the rebellion failed.

In Conclusion, passage A is far more convincing as an explanation of why the Indian Rebellion failed. This subsequently being more convincing than B. Fundamentally, the Indian forces had many natural advantages over the British, such as being familiar with the climate and the land along with outnumbering the 46,000 Brits who were in India. Thus, the primary reason the rebellion failed was due to a lack of unity in the rebellion, whether that was between leaders or in the main army. Therefore, passage A is more convincing as an explanation of the reasons for the failure of the rebellion, explaining that disunity was the primary reason.

This candidate response was marked in Level 6 and contains excellent knowledge and evaluation. It has sustained judgements at the end of each paragraph and an excellent conclusion.

Section B overview

Candidates are required to answer two questions from a choice of three. To do well on Section B candidates need to make connections and links across the whole period of their study. They should explain similarities and differences between the events they are discussing to show an awareness of continuity and change across the whole period, unless instructed otherwise. The comparisons may be made across the period within the topic or between regions, depending on the Topic. It is also important that the comparisons are explained - what is similar or different between the periods or regions.

The strongest answers will test a hypothesis and reach a supported judgement.

Question 2*

2* 'Economic factors were the most important reason for the growth of the British Empire in the period from 1857 to 1965.'

How far do you agree?

[25]

This was a popular question. Candidates were able to focus on thematic paragraphs that were related to growth. Generally, candidates started with economic factors before discussing two further factors in the growth of Empire. As long as there was synthesis across time periods in each paragraph the top levels could be reached. Other successful approaches included comparing economic factors with other factors in relevantly themed paragraphs.

At the top end, candidates compared the reasons for growth across time periods. Successful answers were able to compare throughout the paragraph (for example, economic factors were more important for growth in 'X' time period because..., whilst they led to growth in 'Y', in 'X' economic factors did...) and then concluded at the end of the paragraph which time period showed the largest growth and why. The best conclusions assessed each theme in turn to reach a sustained judgement.

At the lower end of the mark range, candidates wrote about three factors/events in total, either chronologically in themes or as factors. Some candidates did not write about economic factors, which limited their mark range.

Centres should be aware that this style of question is not designed to assess whether two events were similar or not; it is about assessing whether economic factors were the most important, or whether it was something else. Candidates should be encouraged, therefore, to come to a sustained judgement about the impact of the factor in the question in relation to others; not whether it was similar to them. This was, again, similar to last year's series. Finally, candidates who did not cover the whole time period were not able to reach the higher levels.

Assessment for learning



Successful responses grouped two economic factors that led to growth and two that did not. This was often using the word 'similarly' to signpost and then explaining the level that they changed the and why. They came to an interim judgement assessing why the changes were similar. Weaker answers did not develop the response and simply used the word 'similarly' without describing why they were similar.

Exemplar 2

		emphasising the British exploitation of colonies for economic reasons. Conversely, many would argue growth of the British empire in Asia was more due to imperial rivalry as the actions in Malaya were more to drive off Chiu Peng's Communist MMLA and therefore it was not due to economic factors but rather the imperial rivalry with Russia and the fight against Communism. Furthermore, Ferguson would argue the empire didn't implement the 'Drain theory' in India as the Shashi Tharoor argues but rather increased India's wealth as seen by how between 1891-1938 national income grew by 29% and exports increased by 76%. This indicates how the empire did not grow it's empire to be able to enforce excessive taxation and drain economies. Overall, although there are some positive effects of British economic policies it is clear they are less very long lasting than the issues seen from the Indian Mutiny all the way to independence. Furthermore, the imperial rivalry with Russia as an explanation for the Malayan emergency is not significant as it was more of a side factor as evidenced by British need for Tin and Rubber to fight in the Korean War in 1952-53 which highlights how the growth of the British empire was clearly due to economic reasons in Asia.
		Most significantly Britain's actions in Africa highlight how economic factors were the most significant in the growth of the empire. This is firstly seen through excessive taxation in Sierra Leone as the hut tax war 1898 following the implementation of property tax clearly indicates British policy policies in it's colonies being focussed on economic factors.

However, the most notable example can be seen through the Second Boer War 1899-1902 as the British invaded the Transvaal in order to attain gold and diamonds indicating how this expansionist ideology is centred in economic factors. Lastly, at the end of the time period British actions in Malaya focused on saving land through the Morris Carter Land Commission 1934 highlight how economic factors were central to Britain's policies as seen by how lucrative cash crops like coffee and tea were limited to white settlers only. This indicates how ~~the~~ growth of British empire is solely focused on increasing economic prosperity through taxation, innovation and land. However, many argue British ~~empire's~~ growth in Africa is more due to racism as in 1859 Darwin released the origin of the species which the British used to justify their expansion in Africa seen by the colonisation of Nigeria in 1884, Zambia in 1888 and Sudan in 1898. This notion of racism encouraging expansionism is signified by Kipling's poem "The White Man's Burden" which expresses British empire's ideas of superiority. Overall, although racism can be seen as a factor for growth in the empire it is more short term in the earlier parts of the time period whereas economic factors are seen throughout emphasising how economic factors were the most important for the growth of the empire in Africa.

Lastly, economic factors can be seen as ~~very~~ the most important reason for growth of the empire in the Arab World. This can be seen through the actions

in Palestine as Britain took the mandate with the intention of integrating Palestine into its empire highlighting the ~~hope~~ hope for economic prosperity. Britain being focused on economic factors for the growth of the empire in Palestine is seen most significantly through the change in policies to being pro-~~Arab~~ Arab following the start of the second world war due to hopes of securing Arab oil supplies. This is indicated by the 1939 white paper on limiting Jewish migration to 25,000 for 5 years and limiting the buying of land to only 5% of the mandate indicates how British growth was rooted in economic factors as only two years before in 1937 they wanted to leave the mandate and recommend partition whereas when economic factors are improved the British empire tries to be pro-Arab. However, many would disagree and state that growth of the empire in the middle east was the result of collaboration with other countries and treaties. This is emphasised by how Britain did not want Palestine as a mandate but America refused and therefore at the San Remo Conference in 1920 Britain attained the mandate. This indicates how the growth of the empire into the Arab world was not due to economic reasons like the oil supplies of the Arabs but rather the result of treaties and collaboration with other countries. Overall, although economic factors were not the most important reason for British growth into Palestine it is clear that they were a factor evidenced by the pro-Arab approach taken ~~in 1939~~ in 1939. ~~and before~~

		In conclusion, Economic factors were clearly the most
		important reason for growth in of the British empire as the
		although Palestine was less significant expansions in the
		into Asia were clearly centered around Economic reasons seen
		by the excessive taxation and need for Tin and Rubber, But
		as the most significantly, the growth into Africa
		was due to Economic reasons throughout the entire time
		period, which indicates how Economic factors were the
		most significant reason for growth due to their
		widespread and long lasting nature.

This candidate response was marked in Level 5. There is some relevant synthesis present, but it is not explained enough to reach Level 6. This can be seen in the paragraph on Africa where the candidate lists the colonisation of Nigeria, Zambia and the Sudan. More could be made here as to why they showed similarities in economic growth. The candidate needed to clearly link two examples to explain why they showed growth in a more consistent way.

Question 3*

- 3* 'Nationalism in India had a greater impact than nationalism in any other part of the British Empire in the period from 1857 to 1965.'

How far do you agree?

[25]

This was a popular question. Candidates generally approached this question by country, starting with India and then discussing at least two other countries and the impact of nationalism in those countries. This is a perfectly acceptable way of approaching this question, but needs to ensure that the synthesis is comparing the impact across the time period. Candidates often utilised African countries such as Ghana and Kenya. There were very few responses that attempted to categorise the types of nationalism and compare country by country within these themes.

Candidates who reached the top levels were able to compare nationalism across time period in each country, assessing the relative impact across the period. To achieve Level 5 and above they needed to assess why nationalism had a greater impact in one time period than another and explain this. They then supported this analysis with interim judgements and clear conclusions.

Weaker responses either assessed only one other country to India, did not compare the nationalism in that country to India (or perhaps very briefly in a conclusion) or simply discussed chronologically what happened in India.

Exemplar 3

3

Nationalism in India clearly had a greater impact than nationalism in any part of the empire when analysing the death count and casualties caused, the widespread nature of the movements and whether nationalism led to concessions by the British empire and independence. The most important factor for highlighting the impact of Nationalism in India is the ~~the~~ ^{Governor's Concessions} ~~the~~ ^{as it emphasizes its} ~~impact throughout the entire time period.~~

Nationalism in India led to major high casualties which emphasises its significant impact. This can also be seen through the Indian War of Independence in 1857 where 800,000 Indians died. This emphasises how this nationalist opposition led to the death of 800,000 Indians and 6,000 British and therefore had a very significant impact. Furthermore, nationalist movements in India such as the Non-cooperation Movement in 1920-21 led by

~~But~~ Gandhi led to 23 policemen being killed in the Chauri Chaura incident. This indicates how impactful nationalism in India is as it has led to significant ~~dead~~ casualties throughout the period. However, nationalism in Palestine can be seen as more significant as during the Arab revolt of 1936-39 over 5000 ~~per~~ Arabs were killed as well as the Palestinian revolt of 1929 where 200 Arabs were killed and 116 Jews were killed. The Arab revolt also led to the death of 262 security forces and 500 Jewish paramilitaries. This indicates how these nationalist uprisings are more significant than those in India. However, these ~~Kapoor~~ revolts are more isolated incidents whereas the nationalist uprisings in India spread from 1857-1922 and therefore these impacts are more prevalent and so nationalism in India had a greater impact on the casualties.

Moreover, nationalism in India had a greater impact due to its widespread nature. This is emphasised by how in India the ~~small~~ non-cooperation movement in 1920-22 made the membership of the INC go above 2 million as well as the ~~Salt~~ Salt March in 1930 that led to over 60,000 people being arrested highlighting the widespread nature of Indian nationalism in comparison to places like Sudan which are more focussed on elite opposition as seen by the ~~Great~~ Graduates General Congress being founded in 1938 by AL Azubi indicating how Sudan has more elite ~~opposition~~ ~~than~~ ~~the~~ sense of nationalism ~~was~~ ~~not~~ without widespread support, whereas India has significant support evidenced through the mass movements

present in India and therefore a ~~greater impact~~ nationalism in India has a greater impact. However, many argue that India is more focussed on elite opposition as seen by Nehru, Bose and ~~the~~ Gandhi all being educated at Cambridge or in UK and therefore when the INC was founded in 1885 it was ~~not~~ ~~not~~ ~~not~~ ~~not~~ ~~not~~ only represented the upper class. This idea of mass movements are more easily depicted in Kenya through Mau Mau as 75,000 members of Mau Mau were arrested indicating the widespread nationalist nature in Kenya. This indicates how Nationalism can be seen as more important in Kenya than India. However, the INC was only elite when first founded until it grew to over 2 million by 1922 and therefore nationalism in India had more of an impact on the people than that of Kenya seen by both size and the fact that many believed Mau Mau to be terrorist and therefore it was not representative of Kenyan nationalism. This indicates how the widespread support for Indian nationalism indicates how it had a ~~more~~ greater impact on the people than any other part of the empire.

Lastly, Indian nationalism had a greater impact than any other part of the empire ~~as~~ as seen by government concessions and independence being granted. This is seen firstly by the Indian Mutiny 1857 which led to Canning's proclamation in 1858 stating that British retract the right to impose British ideas on India and that there will be a reduce in missionary activity. This indicates how the nationalist opposition led to

		<p>government concessions. Furthermore after the Salt March in 1930 the Gandhi-Irwin pact of 1930 1931 was made retracting the Salt tax. Furthermore in 1935 the government of India act was introduced giving the right to elections in India emphasising the major impact of nationalism in India which ultimately resulted in Indian independence in 1947. This indicates the major impact nationalism had on India as it led to multiple government concessions and independence. However, many argue nationalism in Ghana had a greater impact as it led to independence through constitutional means as seen by Nkrumah in 1946 winning 91% of the vote and becoming prime minister in 1946 until the 1949 elections where he won 71 out of 104 of the seats which forced Aducci to leave Ghana and grant independence in 1947. This indicates how nationalism in Ghana was very significant as it forced Britain</p>
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		<p>to withdraw and therefore forced the British to grant Indian independence. Overall, although nationalism in India Ghana was very impactful in leading to independence it is clear that nationalism in India had a greater impact on the British empire's governance as it forced the British to grant concessions throughout the time period in 1858, 1919, 1931 and 1935 as well as independence in 1947 and therefore it is clear that the Indian nationalism's impact was more long-lasting than that of nationalism in Ghana.</p>
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		In conclusion, Nationalism in India clearly had a more greater impact than in any other part of the empire as seen through the impact on casualties, widespread support and political concessions as most significantly government concessions and independence as seen by the long-lasting impact of and widespread support of Indian nationalism impact of these factors have in comparison to other parts of the empire.
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This candidate response was marked in Level 5. There is clear comparison and evaluation of two different countries, explaining why there was an impact of nationalism. This is a good example of where the synthesis comes in the end of paragraph judgement; more continual synthesis is required for level 6. End of paragraph judgements and the conclusion did not warrant Level 6.

Question 4*

- 4* 'The British Empire had a greater impact on Britain's relationship with Europe than with the USA in the period from 1857 to 1965.'

How far do you agree?

[25]

This was the least popular question but still elicited some good responses. Candidates generally approached this question by country, starting with two European countries and then discussing USA and the impact of the British Empire on these countries. Again, there were very few responses that attempted to categorise the types of impact that the British Empire had and compare country by country within these themes.

Responses that reached the top levels were able to compare the impact across time period in each country, assessing scale across the period. To achieve Level 5 and above they needed to assess why the British Empire had a greater impact in one time period than another and explain this. They then supported this analysis with interim judgements and clear conclusions.

Weaker answers either assessed only one other European country to the USA, did not compare the impact of Europe to the USA (or perhaps very briefly in a conclusion) or simply discussed chronologically what happened in each country.

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