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A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y320/01 Summer 2024 series

Contents

Introduction	4
Paper Y320/01 series overview	5
Section A overview	6
Question 1	6
Section B overview	14
Question 2*	14
Question 3*	18
Question 4*	23

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 Candidates who did less well on this paper generally: generally: showed a clear understanding of the views of showed a limited understanding of one or both the two interpretations in relation to the of the interpretations auestion did not go beyond a basic explanation of part were able to use contextual knowledge to test of the interpretation the interpretations, linking that knowledge did not link any contextual knowledge directly directly to the interpretation through evaluative to the interpretation and therefore did not words evaluate the interpretation · were able to consider both the strengths and in answering the essay adopted a limitations of both Interpretations using chronological rather than thematic approach contextual knowledge did not make links or comparisons even if in answering the essay questions, covered the events from different parts of the period were whole period in a balanced way discussed in the same paragraph adopted a thematic approach did not cover the whole period made links and comparisons between aspects did not focus on the precise wording of the of the topic question explained the links and comparisons made unsupported comments about issues supported their arguments with precise and which were no more than assertions. 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.

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

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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

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	actions in malaya were more to drive of the Pergis
	Communist Mille and shrefore it was not due to
	bloomic factors but rather loss imposed showing with Russia
	and the fight against Corner. Sm. Furthonor, Fergusen
	would argue the engine dich't implement the Drain thury
	In India as & Shushi Thorow argues but rather increased
	Trains wealth us seen by how between 1891-1938
	rational More grew & 186 29% and exports Mrused by
	76%. This indicates how the empire did not gow 415
	empire to be able to empire excussive taxation and doin
	Claranies. Owell, allhough Hox one Some positive effects of Bitish
	Planaic policies It is class they are less than long lasting than the
	issues Sean from the Indian Mulipy all the Very to independence.
	Furthermore, the impaid rivalry with Russia as an explanation for the
	Molayon emergency is not significant as it was more of a side fuctor
	are evidenced by British need for Tin and Rubber to fight in
	the Rosen Ver in 1952-13 which highlights how the growth
	of the Britist engire was clearly due to elemente reasons in
	Asia.
	Most significantly Britain's actions in Africa highlight how
·	Moraric factors we be most Significant in the growth of
	the empire. This is firstly Seen through excessive toxulin
	in Steme Leone of the 11th tour war 1898 following the
	implementation of property tex clearly indicates British palases
	policies in it's Idonies being pows-ed on elonomic fouters.

	1 }.
-	Hovever, the Most Notable example can be seen through
	the Second Boer War 1849-1402 as the British invaded
	He Transvoul in order to attain gold and diamonds indicating
	how this expansionist ideology is centered in Pronounce
	Cultus, Lostly, at the end of the time period British
	actions in Malaya processed on sering Land Elinagh he Morris
	Corter Land Coronision 1984 highlight how recornic factors
	gre were Certified to the Britain's places policies as Seen by
	how but we lave cops like lope and ten were limited
	to write settles only. This indicates how the growth
	of British empire is solely forused on increasing channel
	prosperity bloough textestion, annous and land. Harver, Many
	ague British appel empire's growth in Africa is more
	due to racism as in 1854 Danis released the origin
	of the Species Which the British used to justify Wair
	expussion in Agrica Seen by the Colonisation of Nigeria
	in 1884, Zambia in 1888 and Swoton in 1894. This
	notion of raison Manying expansionism is signified
	by kipling's Poen "be white mon's Duden" which expresses
	Boltish erepires ideas of Supericity, our Overally although
	ralism can be seen as a factor for growth in the empire
	it is More short torn in the easier parts of the time
	pager period Whereas Claronic lutors are seen throughout
	emphasising how claranic ballos were the most important
	for the growth of the expire in Africa.
	Lauthy, Moraric factors can be seen as stagg the most
	important rasa for growth of the empire in the mir Arab
	World. This can be seen shronge the actions
	3

in Palestine as Britain took the mandate with the intention
of integrating Palastine into it's empire highlighting the tage
hope for Cloron: prosperity. Britain being focused on
Clonomic faltors for the growth of the empire in falsethire is
Seen most significantly though the Change in policies to
being Pro-Alar Arab Jollaning the Start of the second world
West due to hopes of sening Agas oil Supplies. This is
indicuted by the 1929 white paper on limiting senich
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 elonomic factors as only two years
before in 1987 they wanted to leave the arandote and
relational partition Whereas when claranic factors are injured
the British supring lies to be pro-Arab. However, many
would disagree and state that growth the of the emple in the
middle east was the abult of Collaboration with other
Carrhies and breaties. This is emphasisal by how Britain
did not want Palastre as a mendate but America refused
 and Hocker at the Sun-Reno Conference in 1920
Britain attained the mundate. This indicates how the growth
Of the angle into the Arab World how not due to
Monovic yearsons like the oil supplies of the Arabs but
rables the result of breaties and Collaboration with
eller bombies. Overall, although blanonic factors were not
the most important reason for British anough into Palestine
the most important reason for British growth into Palestine it is clear that they were a gaster evidenced by the
Pro-Aurob appoint taken 2024 in 184, 1934. and toppen
130

	In Conclusion, Cloronic factors were clearly the most
	important ruson for growth the of the Dintish empire us to
	although Pulastie has less significant expansions in Aldre
	into Assu were Clearly Centered around Charanic realers Seen
_	by the excessive taxations and need for Tin and Rubber, But
	so Mothon Most Significantly, He growth into Africa
	peiod. Unich irdicates how Cloranic factors have the
	most Significant reason for growth due to West
	ridesprend and long lacting mature.

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 emphe when analysing
	the death bank and Cosulties besed, the hidesprad nature
	of the Maxements and Whether nationalism led to consissions
	by the British engine and independence. The most important
	Guter for highlighting the impact of Nationalism in India is
	Could be highlighting be impact of Nationalism in India is the statement surveys and the Masse us it emphasizes it's
	impact bloomhout the warrage ble orther time period.
	Nationalism in India led to majory high Consulties
	Which emphasises it's significant impact. This lan
	Hade be seen through the Indian War of independence
	in 1857 Where 800,000 indians died, this emphasises
	how this nationalist opposition but to the doubt of
	800,000 indians and 6,000 British and theope
	had a very significant impart. Firthermore,
	Nationalist on Moments in India Such os the
	Non-Cooperation Movement in 1920-21 led by

Both Cordhi led to 23 police on being killed in a the Chair
Charm incident. This indicates how impact ful nationalism in
India is as it has led to Significent about Cosculare
throughout the period, Hanser, Nationalism in Palestine can
be seen as More Significent as during the Agrah
reliat of 1936-34 over 5000 pgs Arabs were killed
as well as the Palestinian revolt of 1974 was 200
Apolos were killed and 116 Sours were killed. The Arab revolt
also led to the death of 262 Servity forces and Soo
Jen'sh promitiones. This indicates tray these nationalist upinings
ore More Significant then those in India. However,
these Regan relates are more isolated latidents (throat the
rationalist Uprising in India Spread from 1847-1922
and Strepar bless impacts are more prevident and 80
nationlish in India had a greater impact on the Casulties.
Marcarel, Valionalism in India had a greater impact due
to it's widespread nature. Khis is emphasised by
how in India be sold non-Cooperation mount in
1920-22 made le menseship of le INC go above
2 million as well as the Box Solt morch in 1430 kg
lead to Over 60,000 people being arrested highlighting the
hidespread rative of Judian rationalism in Compaisan to
places like Sudan Which we More focussed on elite apposition
as Seen by the Grand Cradules Geral Congress being
founded in 1938 by AL Azonhi indicating how sudan
hus more elite spepson show to sense of nationalism
Wash allow without tridespread support, whose India has
Significant Support Evident Chough the Moses Movements

	present in India and looper or people impage nationalism
	Or stratia has a greater input. However, many argue that
	India is more focussed on elite appetition as Seen
	by below, Dose and Gooth bushi all being reducted
	at cambridge or a Vel and bloofor Her the trackous
	fanded in 1885 it was yet the Both of the application
	only represented the upper class. This idea of muss
	Movements are more easily depicted in kenya bloomyh
	Man Man as 18,000 menters of Man Man have arrested
	indicating the indespound nationalist nature in horner often
	indicates how Wat; analism can be seen as more important
	in tenya then India. Hanser, the INC was only elite
	later tick (and a) wall it and be and 2 willing to 1000
	When first founded until it grew to over 2 million by 1922
	and threfax nationalism in India had more of an impact
	on the people than that of kenya Sear by John Size and
	the fact that many betiend Man Man to be terroristic
	and therefore it was not representative of trengen nationalism.
	this indicates how the hidespread support for tradico neutronalism
	indicates how it head a more greater impact on the
	people than any other part of the exprise.
	Layly, India nationalism had a greater impact than
_	my old put of the empire disperse seen by government
	Confessions and independence being or granted. This is
	seen liktly by the Indian Milling 1857 which led
	to Carning predomation in 1858 Station that British
!	retail the right to impose British ideas on India and
	that here will be a reduce in histiorary activity.
	this indians how he nationalist apposition led to

guernet concessions. Esthernoe after the Salt Morch in 1930
the Genelli-Irvin puch of 1988 to 1931 Was made retailing
 the Salt tax. Fishornor in 1935 the government of India
act how inhoduced giving the right to elections in India
emphasising the major impact of nationalism in India
which Whinately resulted in Indian independence in 1947.
this indicates the major impart nationalism had on India as
it led to multiple governt Concertions and independence. Howers,
Mony ague restination in whoma had a greater impact
ds it Is led to independence though Constitutions means as
Seen by Misruman in 1951 himming 9/70 of the Vote
and belowing prine minister in 1952 until the 1956
elections Where he was 71 out of 104 of the Seats
Which forced Arden Clarke to go leve than and great
independence in 1957. this indicates how nationalism
in Ghana was very significant as it fored Britain

to withdraw and therefore fored the Bitish to by great
Indian independence. Overall, although Nationalism in Although
Chana was very impactful in leading to independence it
is clear that W nationalism in Endia had a greater
impart on the gas Bitish empter governme as it
forced be British to great Corcessions throughout the
line prior in 1855, 1919, 1931 and 1935 as well as
independence in 1947 and therefore it is clear that the
Indian nationalism's impact was more large-lasting than that
of nationalism in Ghuna.

In Londusian, Maljordism in India clearly had a me
greater impact than in any other part of the emple as
 Seen through the impact on Casulties, hidespread Support
and general thanks are Most Significantly government
Concessions and Independence as seen by the lary-basking
Engalling and videsones Eggasty of Station Authorisis impair on
these fuctors have in Longaison to be other parts of the
empire.

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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