

Examiners' report

A LEVEL

HISTORY A

OCR Level 3 Advanced GCE in History A

H505

For first teaching in 2015

Y320/01 Summer 2025 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 responses 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.

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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:
- 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 - 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.	- 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 - 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.

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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 rise of Nationalism in Kenya during the period 1945 to 1965.

Question 1

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

Explain which you think is more convincing as an explanation of the rise of Nationalism in Kenya during the period from 1945 to 1965. [30]

Candidates, in general, were able to recognise that whilst Passage A attributes the rise of Nationalism to the issues related to the seizure of land by European settlers, in Passage B, land is just one of several causes, with more attention given to the treatment of the Kenyans by the settlers.

The importance of land to the Kenyans was well known and so candidates were usually able to evaluate much of Brendon's interpretation. It was noted, for example, that the settlers took the best, most fertile land for themselves and that European farmers, as a minority group, held a disproportionately large amount of land when compared to the Kenyans. Furthermore, candidates knew how culturally significant land was to the Kikuyu, as reflected in the oaths sworn by Mau Mau warriors. The economic exploitation of the Kenyans more generally was also noted, with European farmers selling cash crops, while Kenyan farmers were prohibited from doing so. Candidates familiar with the participation of Kenyans in the Second World War supported Brendon's argument about the battle lines having been drawn before the conflict. Some candidates also supported his argument about native chiefs co-operating with the British, citing Chief Waruhiu, who was murdered in 1952, as an example.

In relation to Hourly History, candidates were aware of some uprisings prior to Mau Mau, such as the Nandi Resistance. Similar knowledge as that used for Passage A was applied to Hourly History's assertion about the importance of the seizure of land. Knowledge of the *kipande*, the identification mentioned in the passage, was well known, as was the generally poor treatment of Kenyans. For example, poor wages were cited, often with data to support it, as were the long hours of work and the cruel treatment suffered by some Kenyan workers on European farms. The lack of freedom of movement was also used to evaluate B's comments about the treatment of Kenyans, as well as the poor living conditions when compared to the lifestyle of the Europeans.

Passage B was often preferred as the more convincing explanation, if only because it covered a range of factors. One criticism of Passage A was that it was focused too much on the issue of land.

Exemplar 1

1)		When considering both sources, while they do not prove inherently vastly different, it is the key issues of the catalysing importance of the ^{land} second ^{war} war ^{against} the importance of the kipande in which they differ. While Source Passage A largely attributes the land degradation and resulting disparity as the driving factor, Passage B instead argues for the restriction of Kenyan rights. Overall, while sharing many key arguments, it is Passage A's key attribution for extremist land and loyalism as a root cause, and their impact on resistance, that prove its strength.
* and loyalty		Source A's argument largely suggests Kenyan and Kikuyu anger primarily stemmed from the settler control of land, and the resulting knock on effects of that. This argument does prove justified, as the White settlers did control a disproportionately high proportion ^{percentage} of the land, accounting for less than 10% of the population, but owning over a vastly larger stake. Furthermore, the resulting forced migration of Kenyans, as mainly the Kikuyu from their now settler controlled highlands, into either crowded and overpopulated slums and villages ^{did} prove a considerable source of nationalism, as the resulting congregation of displaced and angered Kenyans resulted in increased radicalism and

nationalism. Furthermore, the notion of 'local chiefs' as a further source of anger also proves a valid ~~to~~ claim. ~~the~~ The declaration of the state of emergency in October 1952 was directly triggered by the killing of Chief Wathuro, with another loyalist chief Nyeri killed a few days later. Thus, the increased animosity caused by the cooperation of loyalist chiefs, an aspect sparking a ~~the~~ Kikuyu 'civil war' element to the Kenyan nationalism, does prove a ~~fair~~ ~~just~~ explanation. Overall, Source A's focus on land proves a ~~a~~ key and correct distinction as a cause of nationalism. Ranging from the displacement and radicalization of Kenyans, the importance of land to the Mau Mau, through their name, the Kenyan Land and Freedom Army, or the resulting ~~in~~ benefit of settlers, most notably during World War 2 and their exportation of coffee, land proved a key cause of Kenyan grievances. Thus, alongside its noting of loyalists ~~or~~ aggravating tensions, Source A proves a strong ~~justified~~ explanation for the rise of nationalism.

None the less, it does have its weaknesses. While mentioning the effect of the world war in increasing ~~the~~ settler local discrepancies, it overlooks the importance of Kenyan

veterans and their unfulfilled promises, overstating the importance of land and wealth in making WW2 a catalyst. The willingness of Kenyans to serve was largely due to ~~the~~ ignored promises of improved lands and rights, an aspect ignored by the ~~the~~ Passage. ~~Furthermore,~~ Overall however, ~~Source~~ Passage A proves more complete in its evaluation. Whether including detail such as the importance of cattle, often killed in protest raids by the Mau Mau, or explaining the complex loyalties, the source proves ~~more~~ in depth and complex in explaining the ~~the~~ rise of nationalism.

Source B's acknowledgement of the impact of the 'kipande', a form of identification for the ~~the~~ Kenyans, and the resulting restrictions on ~~the~~ local rights that ~~it~~ proves its main argument. Firstly, their poor treatment as labourers on white settler land is a justifiable explanation for ~~Kenyan~~ Kenyan anger. Often being tied to their land with the kipande restricting movement, the local Kenyans were treated ~~like~~ ~~as~~ like second class citizens, working in servitude with limited rights. Furthermore, the sources mention of previous revolts, referring to the local uprisings of the 1930s, reflects the pre-existing notions of anger

and colonial unrest that were prevalent, and a fact that demonstrates Passage B's credibility. ~~The~~ Finally, the justification of settler envy and distrust is another that proves strong. Whether through seeing the economic success of the white settler coffee monopoly, or the more apparent demonstrations of wealth through buildings and examples of white wealth within the ~~city~~ cities like Nairobi, often juxtaposed against the slums and ~~relative~~ poverty of locals displaced from their own land, proved a key source of colonial anger, heavily attributing to the rise of nationalism, a fact noted through the execution of ~~many~~ almost 100 settlers during the emergency. Overall, given its focus on the restriction of rights, the Passage B does prove justified in demonstrating how the anger and second class status of the Kenyans proved to anger and lead to a nationalist movement.

However, the sources noting of a lack of labour from white settlers proves a slight weakness. Following the war, increased mechanization and industry replaced many of the local Kenyan labourers, resulting in greater displacement and

employment among the local population. Furthermore, the source largely conveys the nature of total widespread suffering among the Kenyans, or underplaying the loyalty displayed, not only by select chiefs, but by the many homeward and police that sided with the British ~~at~~ during the emergency. While the source largely notes the suffering of Kenyans, it conveys the sentiment as largely universal, omitting those who benefited as loyalists, ~~or the~~ ~~attribution~~ particularly older generations ~~and~~ and chieftains. Thus, despite being correct in its justification of

Overall, ~~Source~~ the lack of rights and juxtaposing wealth as a key issue, the source proves slightly too simplistic in its evaluation of the cause, not fully expanding upon the dynamics of ~~the~~ Kenyan issues.

Overall, it is Source A that proves the more convincing as an explanation. Whether its inclusion of contrasting loyalties and the dynamics of this loyalty as aggravating Mau Mau anger, or the inclusion of detail in the importance of land and cattle to the Mau Mau cause, with many cattle being killed in raids as protest,

		its more complete and nuanced view is one
		that better encapsulates the British rise and
		causes of nationalism. Nonetheless, while
		the Passage B's justification of local
		rights as a key issue was valid, its
		argument does not factor the role of increased
		mechanization or the impacted impact of
		loyalty. Overall, the more complex and
		complete view and explanation of A, while
		not drastically different, proves more
		complete.

Exemplar 1 is an example of a Level 5 response in which there is a good focus on the question with evaluation of the interpretations based on relevant knowledge of the historical context. Knowledge is less developed overall. There is a slight imbalance in the evaluative comments, with more effective evaluation of Passage A.

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.

There was a fairly even spread in terms of popularity across all three questions. Candidates who answered Question 2 found it more difficult to develop synthesis in their answers.

Question 2*

2* 'Gandhi had more impact than any other nationalist leader in the British Empire during the period from 1857 to 1965.'

How far do you agree?

[25]

Candidates demonstrated a good level of knowledge of Gandhi's achievements as a nationalist leader, with his role in leading the Indian National Congress often cited, as well as his non-violent methods (e.g. the Salt March in 1930). His ability to grow the movement by unifying the Indian people against colonial rule was noted, as was his success in gaining international attention through, for example, his appearances in London. Other leaders whose careers were considered next to Gandhi's include Kwame Nkrumah in Ghana, a key figure in the development of Pan-Africanism, and who led his country to independence in 1957, and Jomo Kenyatta, who played an important role in the Mau Mau uprising in Kenya, as well as in Pan Africanism. Some candidates also included Nehru, while others discussed Jinnah. Many candidates simply explained the achievements of each candidate in turn, with less attention given to developing synthesis. At most, in these answers, candidates included fairly superficial comparison of their achievements. This kind of approach can be seen in Exemplar 2, where the candidate has looked at Gandhi, followed by two other leaders. Knowledge of the careers of these figures, particularly Gandhi, is reasonably developed, but attempts at synthesis are fairly limited. Hence the mark in Level 4. In order to reach higher levels, more attention needs to be given to change and continuity if synthesis is to be developed.

Exemplar 2

2		Opposition against British rule between 1857 to 1965 fluctuated in terms of strong nationalist leadership. Gandhi was a monumental figure in Indian nationalism due to his role in inspiring and conducting peaceful opposition. Other nationalist leaders include Nkrumah in Ghana, who was prominent towards the end of the empire and also Kenyatta in Kenya, whose leadership influenced the Mau-Mau rebellion between 1952-1960. Gandhi can be seen as more impactful due to his consistent strong leadership; He guided successful, widespread movements for the majority of his life and was key inspiration for other
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		nationalist leaders, showing that he did have more impact than other nationalist leaders between 18 1857 and 1965.
		firstly, Gandhi rose as an influential leader around the late 19th century. His accumen heavily focused on the importance of peaceful opposition in challenging British rule. Prior to Gandhi, opposition movements in India often failed due to lack of unity. for example, the Indian rebellion in 1857 used extreme violent tactics and lacked true impact because groups were not joint in their aims of wanting independence, meaning that no outstanding leader emerged. However, under Gandhi's influence, nationalism in India completely transformed; the nation recognised the importance of cohesive political action. The Indian national congress was founded in 1885 and united Indians from across the nation with the shared aimed of gaining Indian independence. The widespread nature placed pressure on the government to make changes. However when these changes did not satisfy needs, Gandhi stayed focused on the end goal. Determination continued throughout the interwar years, leading movements such as the 1930 salt march which protested against Britains Salt monopoly, advocating for change. Additionally, the Quit India movement in 1942 had key impact due to its masses of supporters and increased the urgency of British government to give in to demands for autonomy. Gandhi's impact was extensive across a solid 60 years, and also became a blueprint for other nations to use peaceful measures to achieve opposition aims. India gained independence in 1947 and this was heavily due to Gandhi's leadership.

demonstrating his greater impact as a leader than others.

The role of strong political leadership can also be seen in the role of Nkrumah as a nationalist force in Ghana. Key grievances in Ghana included the demand for greater African representation in government, early movements to achieve this lacked success due to absence of effective tactics. Nkrumah was had been western educated and this inspired ideas of Pan-Africanism, which was the aim of ~~politic~~ having Africans gain political influence. He learned from early opposition movements that violence simply increased government repression rather than the granting of greater freedom. In 1949, Nkrumah formed the convention for peoples party which was a form of political ~~pe~~ opposition, ~~aim~~ and used tactics such as strikes, peaceful protests and petitions to gain greater African representation. Success can be evident as some successions were made, increasing African representation. Ghana also became the first, sub-Saharan country to gain independence in ~~1947~~ 1957. However, Nkrumah did not show as ~~much~~ much impact on a global context as Ghandi did, since it could be said that Nkrumah was inspired by Ghandi's advocacy for the use of peaceful measures. Therefore, Ghandi did have a greater impact than other nationalist leaders.

Finally, ~~the role of~~ Kenyatta also acted a key impactful nationalist leader of opposition ~~in~~ to the British Empire. Kenyatta was a prominent figure throughout the period of 1940-1965. He mobilised the people in Kenya in opposing British rule, leading mass protests and stirring up nationalist accumen.

Kenyatta also advocated for the use of Guerilla warfare, which heavily inspired the Mau-Mau rebellion of 1952. The Kikuyu people took an oath to an armed insurgency against British rule, severe guerilla fighting took place and Britain responded with the brutal use of detention camps and declaration of a state of emergency. This stripped away political rights and also led to Kenyatta himself being imprisoned. However, the Mau-Mau rebellion had key impact in accelerating decolonisation movements as the brutality of the British response brought international attention to the brutality of colonial rule, as well as Britain's inability to govern by force without facing ~~big~~ repercussions. If Kenyatta hadn't guided the Mau Mau rebellion, these limits may not have been exposed and Macmillan's Winds of Change speech may not have taken place. However it can be said that wider ^{political} social factors contributed more heavily to the decolonisation process, such as the impact of war, and so the role of Kenyatta was not as key as suggested, proving Gandhi had a greater impact as a leader.

Overall, Gandhi can be seen as having the greatest impact than any other nationalist leader because of his consistent strong leadership and effective tactics, as well as his wider impact on influencing other nation's use of peaceful measures. Nehru and Kenyatta's influence on the other hand was confined to the last few decades of the empire and also did not solely bring about independence. Whereas Gandhi holds a key symbolisation of strong leadership even in current times, showing his greater impact compared to other nationalist leaders.

Exemplar 2 is an example of a Level 4 response, which is mostly focused on the question. There is relevant knowledge and understanding, which is largely accurate, but the factors tend to be explained, with less attention given to developing synthesis. The approach is less thematic, with each leader addressed in turn; there is only some attempt at comparison of the leaders' achievements.

Question 3*

3* 'Famine was the most important impact of the British Empire on the periphery.'

How far do you agree with this view of the period from 1857 to 1965?

[25]

Candidates demonstrated knowledge of the major famines in India in the late nineteenth century, but in some cases, there was little knowledge of famine elsewhere in the British Empire (e.g. in Kenya). The impact of these famines was also well known, with the death toll running into the millions. Some candidates expanded on this point by referring to the way that the British government worsened the impact of the famines by prioritising the needs of the Empire (e.g. its armed forces at wartime) over those of the native peoples. Despite the horrendous impact of famine, particularly in India, some candidates were careful to point out that it only impacted upon certain parts of the Empire and so it couldn't have been its most important impact on the periphery. The negative impact of the Empire on culture was noted instead, notably through its encouragement of Christian missionary work. The Empire also negatively affected agriculture in countries on the periphery through the seizure of farming land (e.g. in Kenya) and the prevalence of cash crops to enrich Britain itself. But many candidates pointed to more positive impacts of the Empire, such as education, developments in medicine, and transport and infrastructure (although this was often done to facilitate exploitation). In short, not all the impacts highlighted by candidates were negative, with many answers demonstrating a more nuanced approach. Some candidates were able to develop some synthesis in their answers by noting differences according to geography. Famine, for example, was far more noticeable in India than elsewhere in the Empire. As with Question 2, in some answers, candidates provided explanations of famine and other factors, with little awareness of change or continuity. In order to reach higher levels, more developed synthesis is needed.

Misconception



Synthesis requires an explanation as to why change has occurred during the period or why there is continuity; it is not simply about noting that something has changed or stayed the same.

Question 4*

- 4* 'European rivalry over the British Empire was greater during the period from 1857 to 1914 than during the period from 1914 to 1965.'

How far do you agree?

[25]

Candidates often approached this question by looking at Britain's relationships with different European rivals, notably France, Germany and Russia, within each period in turn. Rivalry with Germany, for example, was traced back to German unification in 1871 and the Congress of Berlin (1884-85) which effectively set in motion the 'Scramble for Africa'. Rivalry characterised relations in the earlier period, as reflected in the 'Scramble' and German desire for their 'place in the sun', but did not reach its peak until after 1914 with Germany's defeat in World War One and subsequent resurgence under the Nazis. In the later period, with the Empire on the decline, there was little left to be rivals over, and post-war Germany was divided.

Relations with France were easier for candidates to handle, with rivalry greater in the earlier period, as reflected in the Fashoda incident (1898). Following the signing of the Entente Cordiale (1904), Britain and France tended to be allies, rather than rivals, as reflected in both world wars, with a notable exception occurring in the 1960s when de Gaulle vetoed Britain's attempts to join the EEC.

Rivalry also characterised Britain's relations with Russia in the first part of the earlier period, with the 'Great Game' often cited by candidates. An alliance followed at the beginning of the twentieth century and continued into World War Two, but relations turned with the onset of the Cold War.

As with the other questions in Section B, candidates often explained these relationships, using fairly developed knowledge, but without properly considering change and continuity. Where there was comparison, comments were not always developed, and so it was difficult to demonstrate synthesis. To reach higher levels in the mark scheme, candidates need to provide an explanation as to why relations with, for example, Germany changed in the later period.

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