Qualification Accredited



A LEVEL

Examiners' report

HISTORY A

H505For first teaching in 2015

Y223/01 Summer 2019 series

Version 1

Contents

Introduction	
Paper Y223/01 series overview	
Question 1 (a)	
Question 1 (b)	
Question 2 (a)	
Question 2 (h)	



Would you prefer a Word version?

Did you know that you can save this pdf as a Word file using Acrobat Professional?

Simply click on File > Save As Other ... and select Microsoft Word

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select *Save as...* to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for *pdf* to word converter).



We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

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. 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 can be downloaded from OCR.

Paper Y223/01 series overview

Y223 is one of twenty four Units for the revised A Level examination for GCE History. This unit tests an extended period of History of about one hundred years through a short answer essay and a traditional essay. The paper contains two questions, each having two parts, a short answer essay and a traditional essay and candidates have to answer both parts of one question.

To do well on the short essay question (a), candidates need to consider the significance or importance both issues, factors, individuals or events mentioned in relation to the question. Having analysed or explained both they must reach a supported judgement as to which is the most important or significant.

To do well on the traditional essay candidates need to address the issue in the question, using detailed supporting knowledge. In order to reach the higher level, candidates will need to assess the issues they discuss and reach a supported judgement, at least in the conclusion.

Candidates who did well on this paper generally did the following:

- Gave equal consideration to the two issues in the short answer essay.
- Reached a developed and supported judgement as to which issue was more significant or important.
- Linked their knowledge of the issues to the focus of the question.
- In answering the essay question candidates discussed at least two issues in depth.
- The supporting detail was both accurate and relevant to the question set, not just the topic.
- Reach a supported judgement about the issue in the question.
- Make a series of interim judgements about the issues discussed in relation to the question.

Candidates who did less well on this paper generally did the following:

- Considered only one of the issues or discussed one in a superficial way.
- Produced a judgement that was not supported and was therefore assertion or a judgement that did not follow logically from the response.
- Were unable to use their knowledge to address the issue in the question.
- Showed a poor understanding of the major issues relevant to the essay.
- Were unable to support their answer with relevant or accurate material.
- Did not focus on the precise wording of the question.
- Made unsupported comments about issues which were no more than assertions.

Question 1 (a)

- 1 (a) Which of the following was a greater reason for growing tensions over Germany 1955–1961?
 - (i) The rearmament of the Federal Republic of Germany (FRG) and its inclusion in NATO (1955)
 - (ii) The building of the Berlin Wall (1961)

Explain your answer with reference to both (i) and (ii).

[10]

This was a popular question and elicited a wide range of responses. Of the two factors, the Berlin Wall was handled more effectively by most candidates.

When assessing the rearmament of the FRG most candidates generally limited the discussion to NATO membership and only a small minority dealt with the issues around the rearmament of the FRG. Stronger responses tended to argue that NATO membership created more tension with the USSR in particular whereas the building of the Wall lessened tensions by stabilising East Germany. Surprisingly few candidates were able to discuss the standoff at Checkpoint Charlie in October 1961 as an example of growing tensions. When it was discussed, as in this example, the results tended to be good.

Weaker answers often drifted into descriptive writing particularly on how unfair and disruptive the Berlin Wall was for Berlin's citizens. There was also some confusion between the Berlin blockade and the Wall and quite a few candidates credited Stalin with reacting to NATO and the Wall despite his death in 1953.

Exemplar 1

Housever unlike re indusion of west
Germany in NATO such all lead to
little consequences that could have
Miggured vising tensions, reals i but
rather improved realtions in some respects.
For example a Bestin as a whole
became more stable and me US became
uninvolved in regards to mathes concerning
East Berin unich largely appared the
USSR However there where shill some
issues which air weate tensions such
as stand 6/35 at check point charlie
Where he two sides meet & he death
of 236 who attempted to cook the

border unich directs opposed the
US'S pouis of human rights.
However actions Jollowing the wall
constructions where insignificant
compared to impach mat the free;
inclusion in Nampal such as the
pormation of The Wasaw Part which
recid to a drastic incline in tensions.

Question 1 (b)

(b)* 'In the years 1941–1945 the USSR failed to achieve its aims in its dealings with the USA and Great Britain.' How far do you agree? [20]

This question again saw a wide range of responses although a common theme saw many candidates drift into descriptive writing of the wartime conferences. Better answers were able to outline Soviet aims in the introduction and then argue as to whether they achieved success in these before providing a judgement on this. This approach can be seen in the example chosen with clear criteria set out in the introduction.

Stronger responses dealt with the whole period from 1941, and fruitfully made reference to the USSR's desperation to have a Second Front to relieve pressure on the Red army. The delay in opening this front indicated a failure in Soviet aims. Good answers also noted that as the war progressed Soviet aims changed and focused on Stalin's buffer zone which many responses successfully argued was a success.

Weaker responses found it difficult to gauge Soviet failure. In terms of judgements, candidates sometimes went for the rather simplistic line of 'there were some successes, so they didn't fail', missing the crucial evaluative element of "How far" in the question stem. There was surprisingly little discussion of the atomic bomb or the establishment of the United Nations.

Exemplar 2

Expansion was	a tem	used to	depiño me
growing present			•
easiern euroupe	via in	ro duenio	o b) communist
pary into duck &	- and	porties a	rd gaining a

of terriorty. Such aims where successful as 1942 the USSR had occupied 5 earlen europian countries including Rominia & Litularia. This shows sucess of doaling with the out & us as such territoral expansion was left unchallenged showing how aims of communister revocation where left unprevented by the West as Stalin derica. Adationally governess in excile from the likes of Poland where refused re-entry to the government, with communist highes employed to higher positions you example Minor of Interior, which was prutial in Insuring communist power in he likes of Poland. This again shows suces in achiving aims of expansion as The UL\$ (158) allowed such actions to go un questioned Juhu encourging stalin to gain terrioral advance into Eastern Euroupe.

Question 2 (a)

- 2 (a) Which of the following was a greater cause of tension between the USSR and the West in the years 1941–1945?
 - (i) Strategic and personal differences in the Grand Alliance
 - (ii) Differences in political ideology

Explain your answer with reference to both (i) and (ii).

[10]

This was the slightly less popular of the two questions. However by those candidates who chose this question, part A was seen to be accessible across the mark range. Both factors were generally quite well understood. Where there was any confusion this related to an understanding of "strategic" as relating to WW2 with some candidates wanting to discuss events beyond the scope of the question.

Weaker responses tended to give a description of both without reaching a judgement on the greater cause of tension. In these answers wartime tension was often limited to discussion of the Potsdam conference and the clash between Truman and Stalin and only the higher level responses were able to deal with the whole period from 1941. There was also a tendency for weaker responses to drift into a long description of the differences between Capitalism and communism

Stronger answers tended to argue that the wartime alliance was a marriage of convenience and the underlying tension of ideology was always present. Once Germany was on the verge of defeat these tensions quickly re-emerged, particularly over how democratic the liberated Eastern European states would be. This can be seen in the approach of the candidate in this chosen example.

Exemplar 3

on the other hand differences in political ideology do myly some weight. This is locative intercipinal differences laid the grand want for the cold Was little it was the strateging personal differences in the Grand Alliana which liaythe nece ideology is loss important in Granny region. This is locative intercopying differences of the power in Granny region. This is locative intercopying differences and the power managed to a operate them. The usin was a communist country invaring mant it didn't believe in democracy until the Capitalist wast, and instead series of in democracy until the Capitalist wast, and instead series of in later ship and had a fascist leader. It dim, in prove.

Ideological differences did cause ferriors (see these my cross in laws after the was had ended, or in laws in force in laws after the axis.

power. In law at me facto and polition contoneror it

Lecome clea man Station had annihor for faster Europe in orde

to sporad communism. Station had agreed at factor mat he

whoma my had peaceful annihor and moved had free evolues

in polard by me have of the poisosom contenence it was clea man

station had not hept to his promotes by man to million freeps were

possitioned in laster suspects help entone me communist

stationary, more suspicions of Station and his political internas to

Gastern Europe.

Question 2 (b)

(b)* 'There was limited change in the Cold War in Europe in the years 1946–1955.' How far do you agree? [20]

A majority of answers simply dismissed the premise of limited change and gave a list of reasons why there was a lot of change in the Cold War during this period. These one sided answers were therefore unable to give a judgement and limited themselves to low Level 4 or below. Many responses struggled with the concept of 'change'. A lot of weaker responses drifted into descriptive writing of events during the period, particularly the Berlin blockade. There was also quite a lot of irrelevant discussion of events either outside Europe (Korean War) or beyond the time period (Berlin Wall) and in some case both (Cuban Missile Crisis).

Stronger responses did address the idea of continuity either through underlying ideologies or the fact that decisions taken at Yalta and Potsdam were generally adhered to and the division of Germany was already in place by 1946. They were then able to compare this with the changes that did take place – the arms race, the Berlin blockade, Soviet takeover of Eastern Europe etc. and reach a judgement. A good example of a candidate discussing the fact that there was limited change can be seen in this example.

Exemplar 4

firstly, one could agree must more was complete charge in the

Cold wo during mic period as stellin remained in power for me majority of mis period up to his doon in 1953. Due to mis from 1946-1953 the USSR was commissed to a horderne stollings reprine of attempting to expand communion throughout faster trope. Stalin was layou to extrain communion may have no forten sloc to crate a suffer some as projection and careaverly a societ sphere a influence it was not unpi stating dean in 1957 may the cold wid changed slightly as the pages of faster fugge had see oppressed in staining era. But 1953, following stating down Saw the Past Gumand and polith upnishes which were attempts to limit the injuries of community rule, for example in fact Germany have wer nick and man demantionies to compain against -Many pay, freedon and he re-establishment of the social demodate por which evoud limit convenil control meretor, due to me important pate role of station as conder of the USSR he had managed to cascolidate his power and influence prevent upatings in the forten sloc which would prease remark sowier control Furthermore, it can be agreed that more was limited change in the cold (Nor in mir period due to me lack of worten intervention in event in forter turge which would increase contain. For example stallin had successful managed to rangiote a Community takeous of laster furge where the community power where in pear power in most countries such as palad, turyou, Czechesiavalina Romania and Bulgaria sy laus. It was agreed at my yours conference may stating was allowed of create a somet phese of interesce as security security as pussia had now Soon invacced thick in the word was and local extreme carvaines. The to mis, the West- selected that appeared the USSR and peacefully allared station to exer great convol

Supporting you

For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the <u>OCR website</u>. If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.



Review students' exam performance with our free online results analysis tool. Available for GCSE, A Level and Cambridge Nationals.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level*
- · compare your centre with OCR national averages
- · identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

*To find out which reports are available for a specific subject, please visit <u>ocr.org.uk/administration/support-and-tools/active-results/</u>

Find out more at ocr.org.uk/activeresults

CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

www.ocr.org.uk

OCR Resources: the small print

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: resources.feedback@ocr.org.uk.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: www.ocr.org.uk/expression-of-interest

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

www.ocr.org.uk/i-want-to/find-resources/

www.ocr.org.uk

OCR Customer Support Centre

General qualifications

Telephone 01223 553998 Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.

© **OCR 2019** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



