

**A LEVEL**

**Examiners' report**

# **HISTORY A**

**H505**

For first teaching in 2015

**Y320/01 Summer 2022 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.

### Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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## Paper Y320/01 series overview

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

To do well on Section A, candidates need 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.

To do well on Section B, candidates need to make connections and links across the whole period, explaining similarities and differences between the events they are discussing in order to show an awareness of continuity and change across the whole period unless instructed otherwise. The comparisons made may be either between periods within the topic or between regions. The strongest responses will test a hypothesis and reach a supported judgement.

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



## Section A

### Question 1

- 1 Evaluate the interpretations in **both** of the two passages and explain which you think is more convincing as an explanation of why Arabs left Palestine in 1947–48. **[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, explaining that Interpretation A puts forward the view that it was due to clashes between Arabs and Jews whereas Interpretation B argues that the Arabs left voluntarily.

The most successful responses dealt with each interpretation in turn before coming to a measured conclusion. Responses which attempted a thematic approach often were confused and lacked evaluation, leading to an essay-like approach. There was also an increased tendency in this series for some candidates to compare interpretations in a summary paragraph – often these did not lead to detailed evaluation. Centres should be aware that credit is given in assessing the relative convincingness of the views that are present in each interpretation. Responses 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 need to focus on the actual views presented and testing them against historical knowledge rather than on evaluating what is not there.

Centres should also be aware that there is no requirement to mention other historians.

Exemplar 1 was marked in Level 6 and contains excellent knowledge and evaluation.

## Exemplar 1

1	<p>Both passages explore the reasons why Arabs left Palestine in 1947-48 and attribute some level of blame to Jewish operations. However whilst passage A correctly identifies that Jewish operations were the main cause of the Arab exodus due to them carrying out forced expulsion, in passage B underplays the role of deliberate expulsion of Arabs by suggesting that it was Arab leaders and fear of conflict that drove Arabs to leave Palestine. Therefore this essay will argue that Passage A is certainly the more convincing argument due to the reasons stated above.</p>
	<p>Passage A is the more convincing argument as to why Arabs left Palestine as it correctly identifies that Jewish forces escalated operations from defense to expansion of the course of the Civil War (later developing into the Arab-Israeli Conflict). This is clear where it states; "at first Jewish forces acted defensively," they sought to "defend the land they had been allocated by the UN." The evidence to support this assertion can be seen through the implementation of Plan D (Dabot) which stated that from the intent of Jewish forces was to "wipe out open opposition forces" and "expel the population outside the borders of the state." This <del>argument</del> adds weight to the assertions made in the passage as it shows that the <u>initial</u> plan was to ensure that Arabs were removed from the areas that were to become the Jewish state, <del>but not</del> as allocated by the UN, not to expand the state and expel Arabs from the whole of Palestine. The passage becomes more convincing due to it recognising the changing nature of Jewish operations as the conflict persisted as it states; "they soon also went on the offensive" fighting to "gain control of Jewish settlements in the land allocated to the Arabs." <del>Then</del> These assertions can further be supported by the fact that following the 1st cease fire of the conflict, Jewish Israeli forces began taking over corridors towards Jerusalem, most notably, they took <del>to</del> the whole of Galiloli; part of which was allocated to the Arabs. But the most</p>

		<p>damning evidence to support passage A's assertion that Israeli forces began to take over Arab land is that by the end of the conflict, Israel had taken over <sup>ca</sup> 79% of Palestine; much more than the 56.5% allocated to them under the UN Partition Plan. This <del>demonstrates</del> adds weight to the view in the passage as it shows that Jewish forces <del>escalated</del> their operations from defence to expansion which led to Arabs leaving as they took over more of the Arab land, <del>but that is</del> and that is wasn't entirely defensive or entirely expansive but progressed from one to the other. Therefore passage A provides the more convincing argument due to its nuanced acknowledgment of the progression of events.</p>
		<p>Whilst passage A is the most convincing argument it is not without its flaws as it seems to <del>play the role of</del> underplay the role of pan-Arab nationalism and <del>the</del> some of the success - albeit small - that they had. This can be seen where it states "Palestinian Arabs had no centrally organised military forces and their leaders were divided." This can somewhat be disputed due to the pan-Arab nationalist sentiment that had grown up to this point and had led to the Arab legion forming and creating a 3,000-strong force <del>from</del> in December 1947. The legion was made up of Palestine, Syria, Transjordan, Saudi Arabia, and Lebanon and Yemen; showing that there was some level of organisation through the legion who were in agreement - at least at the start - that Palestine needed to be defended. Therefore whilst passage A is certainly the most convincing argument it is not without its flaws'.</p>

		<p>Passage B is not as convincing as Passage A due to the fact that it underplays the role of Jewish operations in causing the mass exodus of Palestinian Arabs. This can be seen where it states that most Arabs "simply fled to avoid being caught in the crossfire of battle." The use of the words "simply" and "crossfire" suggest that the exodus was a result of <del>was from</del> fear of military action from both sides of the conflict. However this can be disputed by the events in April 1948 in Dessir Yassin during which Irgun members went on a killing spree murdering 107 women and children. Not to mention the event itself was described as a "deliberate mass execution of innocent civilians" by Alan Cunningham, the British High Commissioner at the time. This undermines view in the source as it shows that Zionist operations in pursuit of a Jewish state evoked fear and panic amongst the Palestinian Arabs. It was not just fear from "being caught in the crossfire" but from deliberate, targeted attacks on their lives by extremist Zionist groups. Therefore clearly demonstrating that Passage B is flawed in its assessment as it underplays the role these deliberate attacks had on the exodus. <del>This can further be supported by the fact that</del> Passage B is also limited because it overplays the role of Arab leaders in causing the exodus stating, "many more ~ responded to Arab leaders' calls to get out of the way." This argument is immensely flawed and this is evidenced by the fact that the Haganah military intelligence report stated that only 5% of the Arab flight was caused by Arab leaders whereas they stated "at least 55% of the total exodus was caused by our (Haganah/IDF) operations." This certainly undermines the weight of the argument posed by Passage B as it shows that not only were the calls from Arab leaders <del>almost</del> almost inconsequential but that the Haganah and IDF were the leading cause of the exodus, which - unlike Passage A -</p>
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passage B doesn't recognise.

Whilst Passage B is clearly the least convincing argument, it is not without merit as it does recognise that Arab leaders did cause some of the exodus (and it is right to do so, just not to the extent that it did).

This can be seen in the fact that following the Deir Yassin incident the Head of the Palestinian National Committee went on radio saying that he wanted people to say the Jews "slaughtered people, raped and stole gold." This ~~is~~ rhetoric did contribute to fear from Jews that calls from Arab leaders did evoke some fear from the Arab people but as already established it wasn't to an extent that it could be considered the main cause of Arab flight in 1947-48. Therefore while not entirely without merit, Passage B is still less convincing than Passage A in regards to explaining why the Arabs left Palestine.

In conclusion, whilst both passages acknowledge that Jewish operations played a role in the Arab flight in 1947-48 Passage A is clearly more convincing as it attributes the correct weight of blame on these operations while Passage B underplays their importance by suggesting that most of the exodus was <sup>"simply"</sup> just a result of fearing conflict rather than targeted attacks and deliberate expulsion. Furthermore Passage A is far more nuanced in the way that it not only attributes the correct blame to the Jewish operations but also acknowledges that they didn't start as expansionist but rather developed to that point, convincingly making the passage even more convincing.

## Section B

### Question 2\*

2\* 'Opposition to British rule of its Empire was never a serious threat in the period from 1857 to 1965.' How far do you agree?

[25]

This was a popular question. Candidates were able to identify themes and evaluate the level of threat across the whole period.

At the top end, candidates selected three themes (often using geographical regions or types of opposition – either was fine) and assessed three or four examples from across the time period, evaluating the level of modernisation (or lack of).

Successful responses focused on the phrase 'never a serious threat' and assessed in relation to this. Responses in the top level contained interim assessments (or judgements) before writing a developed conclusion. The most successful responses were able to assess the level of threat across the time period in each region and/or type of opposition and then, in the conclusion, posit why opposition was/was not a threat.

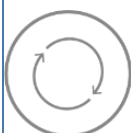
At the lower end of the mark range candidates approached their response either:

A - chronologically

or

B – were unable to compare opposition groups within thematic paragraphs.

### Assessment for learning



Successful responses used the word 'similarly' and then explained the level of continuity (or change). Responses that were less strong did not develop the comparison – it is not enough to use the word 'similarly' without evaluation as to why there was change between time periods.

## Exemplar 2

2	<p>When assessing whether or not opposition to British rule was never a threat to Empire it <del>was not</del> in the period 1857-65, it must be said that this is wholly untrue. Whilst the success of opposition in both Africa<sup>and the Caribbean</sup> and Asia was extremely limited or non-existent during the Era of free trade, it is clear that as the period progresses opposition becomes much more of a threat; particularly after the first and second World Wars. Therefore this essay will argue that although the success of opposition movements started slow, they certainly did become a threat to British rule over its empire as the period progressed.</p>
	<p>With regards to Africa and the Caribbean it is clear that in the era of free trade opposition was not a threat to the British rule at all; they were crushed mercilessly, <del>and</del> but as the period goes on they become more successful - although it takes them a little longer than opposition movements in Asia to do it. This is supported by the outcome of the Morant Bay rebellion (1865) during which rebels were fighting against political repression and racial discrimination. The movement began peaceful but descended into violence once the British ignored their wishes; as a result the British destroyed the town of Stoney Gut and hung the rebels in its charred remains. This clearly demonstrates that <del>there was a</del> <del>concept</del> opposition movements at this time were not a threat at all and stood no chance against British repression and brutality, the fact that no concessions were even considered is a further testament to that. The <del>lack of</del> success of movements<sup>in Africa and the Caribbean</sup> into the era of free trade are also <del>not</del> nowhere to be found with opposition in Sierra Leone over a 'hut tax'<sup>(1898)</sup> that undermined their cultural norms, ending in 96 people being mercilessly hanged, despite the British government wiping leniency. This clearly shows, much like with Morant Bay, that the nature opposition was</p>

	<p>         so futile and insignificant to British rule that they could use brutal oppressive tactics without needing to provide any concessions to the rebels whatsoever. However the significance of opposition movements in threatening Britain's rule over its empire <del>became</del> increase tremendously during the era of decolonisation. With the <del>strong</del> backdrop of WWII debt and Britain's waning influence on the global stage as a result of becoming a debtor nation, the success of opposition movements in Africa and the Caribbean take a substantial turn for the better. In Kenya the success of Jomo Kenyatta and the KAU in winning the parliamentary elections and finally putting native African's at the driving seat of politics in the peninsula in 1962 demonstrates that opposition in this period was of a new breed than what had come before. Unlike with the previous two movements, this well-supported, well-led opposition led directly to Kenya's independence from Britain, certainly demonstrating that opposition was a serious threat to British rule as it led to Britain losing its authority altogether. Therefore, whilst the start of the era we showed little in the way of opposition posing a threat to the British, the later period (in which Britain was more vulnerable and opposition more sophisticated) the existence of British rule was no longer tenable and opposition posed the ultimate threat to Britain - self-actualisation for colonised peoples.       </p>
	<p>         With regards to Asia, <del>the trend</del> the trend is quite similar to Africa with early opposition being thwarted with ease, however it is clear that opposition in Asia was slightly faster paced than in Africa. The failure of opposition in the era of free trade is best exemplified by the Opium Wars (1856-60) between China and Britain which saw Britain completely dominate the Chinese, forcing them to sign yet another exploitative and unbalanced treaty in the Treaty of Tianjin.       </p>



		<p>This forced China to open up more ports to European traders and later even legalise Opium. This clearly demonstrates that opposition in Asia posed no threat to the British and their control over <sup>in the era of free trade</sup> Empire as Britain was able to crush the opposition and <del>was</del> impose even more of their exploitative policies on the Chinese as a result. This lack of success continues into the inter-war period, but not to the same extent. In 1919 the Amritsar Massacre took place in response to Indians protesting over British rule and unfair treatment. Britain's decision to brutally open fire on the protestors actually led to a more sophisticated and organised Indian independence movement <del>at</del> behind Gandhi (who was spurred by the event to oppose the British). This demonstrates that whilst this opposition was unsuccessful in achieving independence from Britain it did lead to the opposition movement becoming more of a threat in the future with the Salt March (1930) and the Non-Cooperation Movement (1920s) <del>was</del> threatening British economic interests in the region. Therefore whilst the movements were still met with significant repression, they were making it significantly more difficult for Britain to rule and drain its economic exploits from India. This improved success culminates in the end of decolonisation with the success of the MUDA in the Malaya States who wanted liberation from British rule. The opposition group used guerilla war tactics to burn down rubber plantations and undermine Britain's economic interests in the region, reminiscent of Gandhi's salt march which targeted lucrative areas to the British as well. The Malaya States were granted independence in 1957, demonstrating that opposition at the end of the period was a significant threat to <del>British</del> British rule over Empire as they made it costly <del>and</del> for Britain to remain in its colonies.</p>
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		In conclusion, whilst it is clear that opposition movements proved to be futile in the early periods of Empire with Britain having no serious threats posed it, the era of decolonisation and the weaker Britain it then had ushered in made opposition far more successful than before. Therefore although for much of the period opposition wasn't much of a threat, towards the end it became the ultimate threat and the reason why the Empire collapsed.
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Exemplar 2 was marked in Level 5. It is a good example of a response that approaches the question via geography. It did need stronger synthesis across the time periods to access the higher levels. For example, it uses the phrase 'gradually changed' but does not evaluate why to a great extent.

### Question 3\*

3\* 'Imperial power had a limited impact on Britain in the period from 1857 to 1965'. How far do you agree? [25]

This was the least popular of the essay questions. Candidates were able to identify themes and evaluate the level of impact across the whole period.

At the top end, candidates selected three themes (often utilising impacts such as political, economic and social) and assessed three or four examples from across the time period, evaluating the level of impact. Successful candidates focused on the phrase 'limited impact' and assessed in relation to this. Responses in the top level contained interim assessments (or judgements) before writing a developed conclusion. The most successful responses were able to assess the level of impact across the time period in each theme and then, in the conclusion, posit which was the greatest impact.

At the lower end of the mark range candidates approached their response either:

A - chronologically

or

B – were unable to compare the impact within thematic paragraphs.

Some responses also strayed into the impact on the colonies, which could not be credited.

Exemplar 3 was marked at the bottom of Level 5. It is a good example of a response that approaches the question via themes. However, it lacks developed comparison across the period.

## Exemplar 3

3	<p>Imperial power had an influence on Britain and particularly British culture during the period of 1857 to 1965. This can be seen through literature <del>and</del> and Arts, Education and Media and organisations. I believe that Imperial power had an impact on <del>Britain</del> Britain and its populace</p>
	<p>up until the Second World War where it had less of an impact because it was not limited <del>to</del> throughout the entire period. Therefore I disagree with the question in hand.</p>
	<p>Literature and Arts were affected by Empire during this period, with books being influenced by jingoism and culture being affected being also affected. We can see this from <del>books</del> such as G. A. Hardy's "With the <sup>1854</sup> La India" which <del>highlights</del> highlights the significance of the white &amp; character key in an indigenous area and also the superiority of the white <del>pop</del> persons when exploring the new world. This is evident that literature was being affected by the <del>to</del> Imperial power of Britain and its control of over Empire. This jingoistic trend is further reinforced by Rudyard Kipling's "Kim" and "Jungle Book" (1894) which continue to <del>reinforce</del> suggest that there is a clear <del>sense</del> difference in cultures and that Empire is positive as well as a good &amp; cause for Britain in terms of its global <del>status</del> <del>and</del> <del>to</del> Furthermore, <del>see</del> Kipling's poem "A White Man's India" <del>states</del> states that the indigenous people living in the colonies should be grateful for the British <del>to</del> help their countries to grow and some even develop democracies, such as India after the Indian National Congress was set up in 1885. Later in the period the literature changes focus though with the likes of George Orwell and his book "Burmese Days" in 1934 which highlights the negatives of Empire and becomes more critical of Empire, showing how Imperialism</p>



is a one-sided affair that is not particularly positive. Children's books also have been critical of Empire later in the period. Overall, it's certainly less than

imperial power did not have a limited impact on Britain as  $\frac{1}{2}$  Orientalism was present throughout books as well as in music halls which became popular, the song "By Jingo" in 1877 was popular amongst the people which was heavily Empire-themed. Newspapers spread ~~by the~~ the ~~word~~ is untrue up until the later part of the Second World War where people have been critical of Empire after seeing atrocities it caused as well as the change in attitude ~~after~~ after the Great Depression in the 1930s the class that it ~~may~~ had a relatively large impact.

Education also had an impact on Britain, with literacy ~~rates~~ rates increases from 90% to 98% in England and Wales from 1870 to 1880. Children's texts in schools were heavily based on the "Merry" period of adventure story the late 19th with books on Elizabethan England and Sir Francis Drake's voyages with an emphasis on the idea of ~~or~~ taking territories and ~~the~~ exploration of colonies. In 1890, in particular texts looked at Anglo-Saxons and King Alfred's victories over the Danes who were the ~~foreign~~ 'foreign' force no match for British superiority. There was also an emphasis on race and what it means to be British, with the encouragement of the working class and their importance in society, very general Gordon's death in 1885 as a ~~great~~ martyr in order to inspire young people in schools to look up to him as a figure of hope of British achievements. This shows how ~~the~~ education was focused on emphasising the importance of British imperialism.

and how the impact of the war shown through texts. Organisations were set up such as Girl Guides in 1900 and Boy Scouts in 1903, showing boys how to do hard - or tests preparing them for future soldiers. Although it was the idea, ~~many~~ <sup>many</sup> children liked the idea of camping so it was not always effective, but nevertheless shows how imperial power had a significant impact on ~~British~~ <sup>Girl</sup> Guides ~~and its popularity as it integrated ideas~~ imperial ideology into society and for future generations. They raised. Therefore, it had an impact but was limited towards the end of the period and the organisations formed were not always ~~just~~ <sup>not</sup> an impact seen by the children being part.

Media and Organisations were impacted on and imperial power was shown through the ~~press~~ as well. Early on in the period newspapers were circulated after ~~press~~ <sup>printing</sup> of these became widespread, which meant people could read propaganda of Empire ~~and~~ (due to them in literacy rates). An example of how it affected public opinion was the Boer wars, shown in the media when the public saw the impact of the war on Britain and the violence of the Boers was covered. The success of the Conservatives in the khaki doctrine of 1900, who took a pro-imperial stance as the population were encouraged by the nationalist's policy and success that expansion was having on Britain. This ~~idea~~ <sup>idea</sup> shows that the war was a large impact on British attitudes ~~and~~ <sup>by</sup> for imperial power alone. As it also influenced the 1906 Liberal election, where they won by a landslide election

		<p>due to the fact that it had been published in newspapers that Britain had used concentration camps as methods of defying the Boers. <del>100,000</del> 100,000 Boers were in camps by 1903 which was condemned by the Public leading to the 1906 Gold Standard Act with an anti-imperialist tone. The study shows that Imperial Power had some impact on Britain and the political outcome, due to the <del>effect of the press events</del> <del>occurs</del> because of British policy and imperial power. The BBC was founded in 1922 which broadcast news on Empire and from 1932 Chinese special was broadcast with contributions from the colonies. This was such an impact as by 1939 9 million people had wireless radio licences as well as listening to news about Empire. This was the wide range that the media had on broadcasting to a wide audience (over half the population at the time). <del>Weekly</del> Exhibitions were used to show off Empire such as Wembley Station which had 27 million visits between 1924-25 which <del>shows that</del>, although it was not always specifically dedicated to Empire it received a wide audience. This all shows that the Media <del>was a large</del> was essential in showing the impact of Imperial power but after the Second World War it had less of an effect as the focus shifted away from Empire towards Europe. The last empire exhibition was 1938 and the Imperial Institute <del>was</del> closed down in 1985 (many school children were made to visit it). This shows that at the end of the period there was less of an impact <del>on</del> <del>Britain</del> <del>from</del> of Imperial Power <del>of</del> on Britain.</p>



	<p>Overall, I believe that Imperial power did have a significant impact on Britain, on culture and politics during the up until the interwar period. This is shown through its 'independence' into the literature - of Britain as well as education, as school children were being used to be the next generation of people to support Empire. But this did not last into the interwar and post war period due to the conflict of the US and impact of the second world war. <del>The</del> Britain lost Imperial status. Imperialism, may it would be less of an impact as it had been Europe. Before Empire had been integral to Britain but as <del>the</del> metropolitan attitudes changed so did the impact of Imperial power during the period <del>1857</del> of the inter-war and WWII. Overall, it may that I disagree with the question in hand as the impact was significant until interwar period - but was limited <del>after</del> due to the interwar period due to the situation of Empire changing with the global issues of war.</p>
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## Question 4\*

- 4\* 'The British Empire had a greater impact on Britain's relationship with the USA than with any other country in the period from 1857 to 1965.' How far do you agree? [25]

This was a popular question. Candidates were able to identify themes and evaluate the level of impact across the whole period.

At the top end, most candidates selected three themes (often using countries – USA, France, Germany and/or Russia) and assessed three or four examples from across the time period, evaluating the level of impact. Successful responses focused on the phrase 'greater impact' and assessed in relation to this. Responses in the top level contained interim assessments (or judgements) before writing a developed conclusion. The strongest responses were able to assess the level of impact across the time period in each theme and then, in the conclusion, posit which had the greatest impact. This was, however, rare. Most responses focused on each country individually and did not pull the response together in the conclusion. There were some responses which approached the question via other impacts (e.g. economic, great power status etc) and they, on the whole, did make a substantiated judgement.

At the lower end of the mark range candidates approached their response either:

A - chronologically

or

B – were unable to compare the impact within thematic paragraphs.

Some responses also only referred to two countries, which did not give a great enough range.



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