

**A LEVEL**

**Examiners' report**

# **HISTORY A**

**H505**

For first teaching in 2015

**Y223/01 Summer 2022 series**

# Contents

Introduction .....	3
Paper Y223/01 series overview .....	4
Question 1 (a) .....	5
Question 1 (b)* .....	6
Question 2 (a) .....	7
Question 2 (b)* .....	10

## 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](#).

#### 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 > Export to** 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).

## 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 levels 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:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> <li>• gave equal consideration to the two issues in the short-answer essay</li> <li>• reached a developed and supported judgement as to which issue was more significant or important</li> <li>• linked their knowledge of the issues to the focus of the question</li> <li>• in answering the essay question, discussed at least two issues in depth</li> <li>• gave supporting detail that was both accurate and relevant to the question set, not just the topic</li> <li>• reached a supported judgement about the issue in the question</li> <li>• made a series of interim judgements about the issues discussed in relation to the question.</li> </ul>	<ul style="list-style-type: none"> <li>• considered only one of the issues or discussed one in a superficial way</li> <li>• produced a judgement that was not supported and was therefore assertion or a judgement that did not follow logically from the response</li> <li>• were unable to use their knowledge to address the issue in the question.</li> <li>• showed a poor understanding of the major issues relevant to the essay</li> <li>• were unable to support their response with relevant or accurate material</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>

## Question 1 (a)

- 1 (a) Which of the following made a greater contribution to Détente in the years from 1969 to 1984?
- (i) SALT talks
  - (ii) Ostpolitik

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

[10]

This was the more popular question with most candidates able to write in some detail about both the SALT talks and Ostpolitik. However a significant number of candidates wrote quite generally about both factors, ignoring the question of which of the two factors made a greater contribution to Détente. SALT was generally well-known although some candidates had limited knowledge of specific details which limited them to a partial evaluation at Level 3. This can be seen in Exemplar 1.

Better responses could discuss what was agreed on ICBMs and defence systems in SALT 1 while SALT II was generally seen to have failed due to the Soviet invasion of Afghanistan. Ostpolitik was less well-known by some candidates with weaker responses attributing it to Gorbachev. Better responses considered the reversal of the Hallstein Doctrine and the also included details of the Moscow Treaty and the Basic Treaty. Only the strongest responses noted the failure to resolve the division of Berlin as part of the question.

### Misconception



Ostpolitik was sometimes wrongly attributed to Gorbachev and his reforms.

Exemplar 1

1	a	<p>It can be considered that the SALT talks contributed more to détente because it created restrictions to the amounts of missiles each country was allowed, leading to reduced tensions and relieving each country's economy. A key detail for this explanation is that with the signing of SALT I it brought new trade agreements. An example being the American trade of wheat for the Soviet Union. The impact of MAD (Mutually Assured Destruction) saw the Soviet economy and the social welfare drop, leading to starvation. The aid from America, as a result of the SALT (Strategic Arms Limitation Talks) would ensure better hope of peace and better welfare. The impact of the SALT talks allowed both sides of Europe to co-operate freely, diminishing the growing anger of both sides and creating a more co-operative world.</p>
---	---	---

Question 1 (b)\*

(b)\* 'Ideological differences were the main cause of wartime tensions in the Grand Alliance.' How far do you agree? [20]

This was largely well known by most candidates. A thematic response was noted with candidates able to note ideological reasons, military factors, tensions between leaders and divisions over the future of Europe. Those candidates who produced the strongest responses related ideological differences to the events of the period and didn't just write about the Russian Revolution and longstanding differences between capitalism and communism. Discussion centred around Stalin's expansionist policies pertaining to Eastern Europe, with particular focus on events in Poland. Other factors were also much in evidence with military differences over the Second Front usually well-rewarded as well as on events such as the Katyn massacre. The detonation of the atomic bomb was also seen to be applicable here. Candidates were well-versed in the differences between Truman and Roosevelt and their relationship with Stalin. Weaker responses tended to stray beyond 1945 and into discussion of Marshall Aid and events in Berlin. This was not credited.

**Assessment for learning**

Candidates should make sure that they reach interim judgements at the end of each factor and a concluding judgement in order to access Level 5 and Level 6 of the mark scheme.

**Question 2 (a)**

**2 (a)** Which of the following contributed most to the ending of the Cold War during the period from 1984 to 1995?

- (i) Economic and social problems in the USSR and Eastern Europe
- (ii) Political developments in the USSR and Eastern Europe

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

**[10]**

This was the less popular of the two choices but offered much for fruitful investigation for those who chose this question. Weaker responses did not differentiate between economic and political differences, or strayed into earlier periods meaning there was a loss of focus to these answers. Stronger responses analysed a range of socio-economic factors including industrial and agricultural production and shortages, health problems and poor living conditions, restrictions to social movement and barriers such as the Berlin Wall.

In terms of political developments most candidates were able to discuss Gorbachev and perestroika and glasnost and the impact on the USSR. The cost of military expenditure and the results of the Afghanistan war and the pressure created by Reagan were also features in these responses. The best responses also examined political developments in Eastern Europe including Solidarity and the Velvet Revolution.

Exemplar 2 deals with both issues and makes a valid judgement and is a good example of a Level 6 response.

## Exemplar 2

2	a	<p>On the one hand, you can argue, that economic and social problems in the USSR and Eastern Europe contributed the most to the end of the Cold war during the period 1984 to 1995. For example, within the USSR, Gorbachev (until 1991) no longer could keep up with the USA and the west <del>due to</del> in the arms race due to oil shortages. Moreover, across many Eastern European states there was widespread absenteeism and unemployment, leading to economic stagnation and a lack of growth. For example, in the 1960s, the <sup>annual</sup> growth rate was 8%, but in the 1980s, it had significantly declined to 1.8%. Even after the resignation of Gorbachev, these problems persisted. Boris Yeltsin attempted to introduce capitalism into the USSR, alongside an austerity programme of high taxes and high interest rates. This wiped out savings due to high inflation and led to a catastrophic decline in GDP. Evidently, economic and social problems persisted across 1984-1995, leading to the end of the cold war.</p>
		<p>However, you could argue, that political developments in the USSR and Eastern Europe were far more important in bringing about the cold war. Gorbachev's 'New Thinking' was an acceptance of the end of hardline communism within the USSR and its satellite states. This can be seen with 'perestroika' where economic and political institutions were restructured, and 'glasnost'</p>



allowing an openness within the USSR. For example, state censorship was brought to an end from 1987, as well as private industry being allowed. This as a result of Gorbachev's attitude, many Eastern Europe states withdrew from the USSR and introduced multi-party systems and coalition governments. This was the case in Poland, with protests in Gdansk in 1989, the Solidarity was legalized as a political party, allowing a coalition government and the end of Communism. Similarly, Czechoslovakia witnessed a 'velvet revolution', where both ~~the~~ Croatia and Slovenia claimed independence in 1991, but due to Serb minorities in these countries and religious divisions, a civil war ensued. Furthermore, Romania ~~ex~~ witnessed an end to communism, as leader Ceaucescu, but later executed, allowing a multi-party system. Even Boris Yeltsin accepted the demise and the break up of the USSR, ultimately leading to the end of the Cold war.

To conclude, it was the political developments and the actions taken by the individual republics that saw the end of the Cold war, as this led to the break up of the USSR and greatly weakened them.

## Question 2 (b)\*

**(b)\*** Assess the importance of atomic weapons in the development of the Cold War in the years from 1946 to 1955. **[20]**

This was well answered, with candidates able to call on a range of factors that were pertinent to the development of the Cold War. Atomic weapons included the arms race and the creation of the Soviet nuclear weapon in 1949 as well as the race to make the hydrogen bomb. MAD was also a key feature in these answers. Other factors were perhaps more developed. The role of political leaders and the tensions created after WW2, including Churchill's 'iron curtain' speech were in evidence. Many responses centred on the post-war developments of NATO, the Warsaw Pact, Comecon and Cominform etc. Stalin's expansion into Eastern Europe as well as the controversy surrounding Marshall Aid were also noted. Events in Berlin were also central to these responses with many focusing on the blockade and airlift as important factors in the development of the Cold War. The best responses weighed up these factors in order of importance and came to a judgement. Some answers went beyond the dates in the question, either by looking at military disagreements in World War Two or by examining events surrounding the building of the Berlin Wall and these were not credited.

---

# Supporting you

---

## Post-results services

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

## Keep up-to-date

We send a weekly roundup to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

## OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses on the relevant subject page on our [website](#) or visit [OCR professional development](#).

## Signed up for ExamBuilder?

**ExamBuilder** is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

## Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels 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.

[Find out more](#).

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on  
**01223 553998**

Alternatively, you can email us on  
**support@ocr.org.uk**

For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **/ocrexams**

 **/ocrexams**

 **/company/ocr**

 **/ocrexams**

## We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



**I like this**



**I dislike this**

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & 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 2022 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.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.