

**A LEVEL**

**Examiners' report**

# **HISTORY A**

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**H505**

For first teaching in 2015

**Y207/01 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 Y207/01 series overview

Y206 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 of 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 an 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 was more important in establishing Lutheranism in Germany?
- (i) The Augsburg Confession (1530)
  - (ii) The Peace of Augsburg (1555)

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

[10]

Many candidates were aware of the importance of both, but some did struggle with (i) and tried to make up for this by looking at developments either throughout the 1520s or after the Confession. However, most were aware of its importance in clarifying Lutheran doctrine and its impact. There was also some awareness of how the Confession failed to resolve the schism but there was little awareness of the Catholic response and the *Confutatio*.

The Peace presented the same challenge, those who had a good understanding focused on how it gave Lutheranism equal legality and ended the prospect of religious uniformity. A number were able to refer to '*cuius rego, eius religio*', but others argued it was less important because it served only to confirm what was already happening in practice. Again, in dealing with (ii) the issue was often placed in its wider context and this was acceptable provided there was sufficient focus on the actual Peace and its importance in establishing Lutheranism.

Exemplar 1 provides an example of a response where both factors are explained in some detail, but where the judgement is less well developed which prevents it from reaching Level 6.

## Exemplar 1

1	a	<p>The Augsburg confession was of great importance in further establishing Lutheranism in Germany as it is the Lutheran's unwillingness to compromise it both bolstered the Protestant cause and revealed the weaknesses in the previously seeming strength of the Catholic opposition. Eck's 40AO articles were directly opposed by Melancthon, where the Lutheran ideas of the importance of sacraments were firmly upheld. Similarly, the Augsburg confession also strengthened the power of the German princes, resulting in the formation of the Schmalkaldic league in 1531. The league strengthened the Lutheran position, evidenced by the conversion of Wurttemberg in Bavaria, and its joining the league from its previous imperial alliance. Furthermore, the election appointing Ferdinand as king of the Romans in 1531 further accentuates the strength of the Lutherans as the Electors of Saxony refused to participate, demonstrating the election and further displaying weaknesses in the Catholic block.</p>
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Nonetheless, Charles maintained a policy of compromise throughout the 1530s, only ~~holding~~ recognising the need of war ~~to~~ after the 1541 diet of Regensburg, suggesting that the Lutheran position was not as established as the League suggests. Thus, whilst important in establishing the Schmalkaldic League, which would go on to hold an army as large as the Emperor's in the Schmalkaldic war during the mid 1540s, the Emperor's willingness to compromise after the 1530 Augsburg Confession suggests it was not as important in establishing Lutheranism in Germany.

In contrast, in the 1555 Peace of Augsburg Charles V realised his inability to either compromise or win the Lutherans on combat terms, accepting the Lutheran position and allowing permitting the freedom to practice the religion freely across

The Empire, thus suggesting that it was more important in establishing Lutheranism in Germany. Furthermore, Charles V would abdicate as Holy Roman Emperor the same year ~~after~~ after a disastrous 1552 campaign to Metz and the a final failure to achieve a compromise at the 1548 Augsburg Interdict. Thus, whilst divisions remained amongst the Lutherans, specifically the more radical against Melancthon, the concession of their position coupled with Charles' abdication suggests that it may be the more important factor in establishing Lutheranism in Germany.

Ultimately, the 1555 Peace of Augsburg, a final concession of the Lutheran position, along the lines of the temporary Peace of Passau in 1552 was more important in establishing the Lutheran position, though the 1530 Augsburg Confession did strengthen the Lutheran position.



		with the subsequent formation
		of the Schmalkaldic League by
		Philip of Hesse and other
		princes, it was not as important
		as the 1555 Peace of Augsburg.

### Question 1 (b)\*

- (b)\* 'The most important factor influencing Charles V's relations with the Ottoman Empire was his wars with France.' How far do you agree? [20]

Candidates were able to discuss a range of issues that influenced Charles' relations with the Ottoman Empire. The depth of knowledge was often very good and candidates were able to use a range of examples to explain their argument. Many discussed the issues of Ottoman strength and how this limited Charles' response. There was also discussion of Charles' role and obligations as Holy Roman Emperor, some argued that his response was governed by his problems within the Empire and Spain, particularly finances and Lutheranism.

The limiting factor for some responses was the lack of supported judgements and therefore essays that explained a range of reasons but did not assess their relative importance were limited to Level 4.

### Assessment for learning



Candidates must make sure that they make judgements throughout their essays and in particular in the conclusion. This is a requirement of Level 5 and Level 6 essays.

### Question 2 (a)

- 2 (a) Which of the following contributed most to the German Reformation during the period from 1517 to 1529?

(i) German princes

(ii) Cities

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

[10]

This question saw many candidates able to write in some depth in response to (i) but were very superficial in their treatment of (ii) despite cities and the naming of specific examples in the specification.

In discussing princes, most were able to write in some depth about Frederick the Wise and his role. Many also considered Philip of Hesse, arguing that the protection of Frederick was crucial as without that Luther's views would not have been developed or spread as he could have faced the same situation as Huss.

However, in discussing cities, examples were often lacking and candidates resorted to generalisations about a meeting place for ideas. Some did have knowledge of their importance for printing and commented on how much was produced, but the strongest responses did refer to a range of cities.

### Question 2 (b)\*

(b)\* Assess the reasons for the development of the wars between Charles V and France in the period from 1521 to 1559. [20]

Candidates displayed a very good range of knowledge. Many were able to consider a wide range of possible reasons and reach a judgement, even if that was confined to the conclusion, but it did allow them to reach the higher levels. Many focused on personal rivalry, whether it was the result of their age or Charles' election as Holy Roman Empire, while others concentrated on Charles' inheritance and determination to secure control in Italy and Burgundy. There was also discussion of issues such as the French alliance with the Ottomans or support for Charles from Henry VIII. Some of the stronger responses pointed to the cost of warfare or its changing nature and how this prevented decisive victories and therefore war continued throughout the period until both sides were bankrupt. There was also consideration of the importance of rivalry and hatred between Henry II of France and Charles, with the former resentful of being held hostage and determined to seek revenge. There was discussion that both feared encirclement and fought to avoid it. In reaching judgements a number looked at where warfare was most continuous and argued this provided an explanation as to the most important factor.

Exemplar 2 provides an example of a response where there is judgement in the conclusion; this follows on from a series of interim judgements after each issue. It does not go beyond the bottom of the level as the conclusion is not developed.

### Exemplar 2

		There were <del>many</del> <sup>and manage</sup> <del>disputes</del> <sup>and manage</sup> <del>between</del> <sup>and manage</sup> <del>Charles</del> <sup>and manage</sup> <del>and</del> <sup>and manage</sup> <del>France</del> <sup>and manage</sup> <del>in</del> <sup>and manage</sup> <del>the</del> <sup>and manage</sup> <del>16th</del> <sup>and manage</sup> <del>century</del> <sup>and manage</sup> <del>and</del> <sup>and manage</sup> <del>the</del> <sup>and manage</sup> <del>development</del> <sup>and manage</sup> <del>of</del> <sup>and manage</sup> <del>the</del> <sup>and manage</sup> <del>war</del> <sup>and manage</sup> <del>because</del> <sup>and manage</sup> <del>of</del> <sup>and manage</sup> <del>the</del> <sup>and manage</sup> <del>personal</del> <sup>and manage</sup> <del>dislike</del> <sup>and manage</sup> <del>between</del> <sup>and manage</sup> <del>the</del> <sup>and manage</sup> <del>two</del> <sup>and manage</sup> <del>of</del> <sup>and manage</sup> <del>the</del> <sup>and manage</sup> <del>war</del> <sup>and manage</sup> <del>preluded</del> <sup>and manage</sup> <del>it.</del> <sup>and manage</sup>
		It was the fight for <del>patrimony</del> <sup>the</sup> <del>land</del> <sup>the</sup> <del>that</del> <sup>the</sup> <del>was</del> <sup>the</sup> <del>the</del> <sup>the</sup> <del>most</del> <sup>the</sup> <del>significant</del> <sup>the</sup> <del>as</del> <sup>the</sup> <del>this</del> <sup>the</sup> <del>fight</del> <sup>the</sup> <del>stemmed</del> <sup>the</sup> <del>back</del> <sup>the</sup> <del>for</del> <sup>the</sup> <del>less</del> <sup>the</sup> <del>which</del> <sup>the</sup> <del>caused</del> <sup>the</sup> <del>personal</del> <sup>the</sup> <del>rivalry</del> <sup>the</sup> <del>to</del> <sup>the</sup> <del>be</del> <sup>the</sup> <del>exacerbated</del> <sup>the</sup>
		Willing to give up their claims. Therefore the most significant reason for the development of the war was because of <del>patrimony</del> <sup>the</sup> <del>land.</del> <sup>the</sup>

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