Qualification Accredited



A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y223/01 Summer 2023 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.

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Paper Y223/01 series overview

Y223/01 is one of twenty four units in Paper 2 for the revised A Level examination for GCE History. This unit tests an extended period of History of about 100 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 had to answer both parts of one question.

To do well on the short-answer essay question, candidates needed 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 needed to address the issue in the question, using detailed supporting knowledge. To reach the higher levels, candidates needed to assess the issues they discussed and reach a supported judgement, at least in the conclusion.

Candidates who did well on this paper Candidates who did less well on this paper generally: generally: gave equal consideration to the two issues in considered only one of the issues or discussed the short-answer essay one in a superficial way reached a developed and supported produced a judgement that was not supported judgement as to which issue was more and was therefore assertion or a judgement significant or important that did not follow logically from the response linked their knowledge of the issues to the were unable to use their knowledge to address focus of the question the issue in the question discussed at least two relevant issues in depth showed a poor understanding of the major issues relevant to the essay gave supporting detail, that was both accurate and relevant to the question set, not just the were unable to support their response with relevant or accurate material topic reached a supported judgement about the • did not focus on the precise wording of the issue in the question auestion made a series of interim judgements about the made unsupported comments about issues, issues discussed in relation to the question. which were no more than assertions.

Question 1 (a)

- 1 (a) Which of the following had the greatest impact upon international relations in Europe in the period from 1956 to 1984?
 - (i) Events in Poland
 - (ii) Events in Germany

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

[10]

This was the more popular of the two questions and elicited a good range of responses. Candidates were able to write in detail about both countries and across the whole period and they were suitably rewarded. Where candidates didn't cover the whole period, they were restricted to the lower levels of the mark scheme. The best responses examined the impact of events on European affairs, with candidates seeing events in Poland in 1956 as precipitating unrest in Hungary, or the rise of Solidarity as being integral to the collapse of the Soviet Union later. Similarly, in Germany, candidates generally examined the impact of the Berlin Wall as cementing the Cold War. The best responses also examined the role of Brandt's Ostpolitik as being a prelude to better relations as seen in the Basic Treaty.

Exemplar 1

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Exemplar 1 shows an excellent response to this question. It was given Level 6: 10 marks.

Question 1 (b)*

(b)* 'The Berlin Blockade was the most important event in the development of the Cold War in Europe in the period from 1946 to 1955.' How far do you agree? [20]

This question was generally well answered by candidates, who found a good range of events to discuss across the period. The best responses ensured that they chose events from within the given date range and analysed and evaluated the importance of the factors chosen. Most were able to examine the Blockade in great detail, although a small number confused this with the building of the Berlin Wall, outside the period in question. The best responses were able to show how the Blockade cemented the Cold War and led to the creation of East and West Germany. This event was compared to Soviet expansion into Eastern Europe, Churchill's 'Iron Curtain' speech, Marshall Aid as well as the development of armed alliances.

Exemplar 2

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	East and West that would
	characterise the end war for
	years to come.

A good response is noted in Exemplar 2. This was given Level 6: 18 marks.

Misconception



Many candidates confused the Berlin Blockade with the building of the Berlin Wall.

Question 2 (a)

- 2 (a) Which of the following was most affected by Soviet control of Eastern Europe in the period from 1946 to 1955?
 - (i) Economic conditions
 - (ii) Social conditions

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

[10]

This question elicited a wide range of responses with a variety of approaches taken. The best responses tended to look more generally at features of Soviet control. There were some good responses that focused on specific countries in Eastern Europe, in particular the DDR. No set approach was required. Those that did well examined issues such as collectivisation, nationalisation of industry and living standards when considering the economy. In examining social conditions many examined the role of women, education, mass organisations and the impact of the police state in these countries.

Exemplar 3

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	-	Grough the outcomes of WWII. Stalin imposed a
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Exemplar 3 highlights an uneven approach to the question, which is better on the economy than social conditions. It was given Level 4: 6 marks.

Question 2 (b)*

(b)* To what extent were American presidents responsible for the origins of the Cold War in Europe in the period from 1941 to 1945?

This was generally well answered. The best responses considered both the actions of Truman and Roosevelt when investigating the actions of American presidents, although the vast majority focused largely on Truman. Those that did well considered Roosevelt's acceptance of Russian hegemony in the east and the division of Germany and compared Truman's more hard-line stance after the use of the atomic bombs in Japan. This was then contrasted with other factors including the ideological clashes between capitalism and communism, actions in Poland, the issue of the second front and the actions of the Red Army.

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[20]

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