Qualification Accredited



A LEVEL

Examiners' report

# HISTORY A

H505

For first teaching in 2015

**Y206/01 Summer 2023 series** 

## Contents

| ntroduction                   | 3 |
|-------------------------------|---|
| Paper Y206/01 series overview | 4 |
| Question 1 (a)                |   |
| Question 1 (b)*               |   |
| Question 2 (a)                |   |
| Question 2 (b)*               |   |

#### 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.

#### 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 Y206/01 series overview

Y206/01 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 (a), 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 generally:  | Candidates who did less well on this paper generally:  |  |
|---|--|--|
| <ul> <li>gave equal consideration to the two issues in<br/>the short-answer essay</li> </ul>                                | considered only one of the issues or discussed one in a superficial way  |  |
| <ul> <li>reached a developed and supported<br/>judgement as to which issue was more<br/>significant or important</li> </ul> | produced a judgement that was not supported<br>and was therefore assertion or a judgement<br>that did not follow logically from the response |  |
| <ul> <li>linked their knowledge of the issues to the focus of the question</li> </ul>                                       | were unable to use their knowledge to address<br>the issue in the question   |  |
| <ul> <li>discussed at least two relevant issues in depth<br/>in the essay question</li> </ul>                               | showed a poor understanding of the major issues relevant to the essay  |  |
| provided supporting detail that was both accurate and relevant to the question set, not                                     | were unable to support their answer with<br>relevant or accurate material  |  |
| <ul><li>just the topic</li><li>reached a supported judgement about the issue in the question</li></ul>                      | <ul> <li>did not focus on the precise wording of the question</li> <li>made unsupported comments about issues</li> </ul>                     |  |
| <ul> <li>made a series of interim judgements about the<br/>issues discussed in relation to the question.</li> </ul>         | which were no more than assertions.  |  |

#### Question 1 (a)

- 1 (a) Which of the following had greater powers as monarch?
  - (i) Isabella
  - (ii) Ferdinand

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

[10]

Responses showed a good level of knowledge and were usually able to discuss a wide range of issues. Most responses argued that Isabella had greater powers, although some argued that in a military sense and after Isabella's death, Ferdinand had greater power. There was often mention of the marriage contract and how Isabella gained from it, while others also commented on the size and wealth of Castile, often comparing it with Aragon. Comparisons were also made between the powers Isabella had over the Cortes and those of Ferdinand. While a comparative approach was not essential, responses that did this well usually scored highly. In discussing the powers of Ferdinand, most commented on his military prowess and also commented on his control in Naples, although some did compare that with Isabella's gaining of the New World.

#### Assessment for learning



Candidates are not expected to cover every issue; the strongest responses usually consider three issues and develop them in order to reach a supported judgement.

### Exemplar 1

| 1 | a) | while I satella had greater formal power them Ferdidand      |
|---|----|--|
|   |    | enrongment her rull unrava me died in 1504 (farry            |
| - | ,  | due to cassiles being inherently more fowerful man           |
|   |    | Aragon), Ferdinand had much more power our military          |
|   |    | operations, and became increasingly porteful in cartile or   |
|   |    | time went an especially when Isabella died.                  |
|   |    | Been Isabella had greater power as a monarch nominally,      |
|   |    | a me diagnostrace was one dominant monarch are Carrile;      |
|   |    | Carrile, par was jour sines en fire of Aragon geographi      |
|   |    | - cally (meaning it had besser access to material resources) |
|   |    | and its population comprised air 80% of the entire           |
|   |    | Iterian purinnulais. Castill was also more contratited       |
|   |    | chara Aragon (unieh was composed of narry units, such as     |
| _ |    | Valencia, caralonia and the Baleinics; muripore, Isabella    |

| 0   | A) | was able to exect new amanority in cartile more powerfully |
|-----|----|--|
| · · |    | than Ferdinand could in Aragon. Isabella also had          |
|     |    | arguettly more power aux lastition notice and towns        |
|     |    | chan Ferdinand did Aragonese mes; che implimentarion       |
|     |    | of B6 corregistores across spain increased Isabella's      |
|     |    | conspot, the marker organisection of the Santa Humandad    |
|     |    | increased Itabella financial power (in the law 1480s the   |
| :   |    | generate about 22,000 dueats per year, and in one          |
|     |    | early 1590; uni inercased to 32000), and Isabella's        |
|     |    | convoir au nobles increased le nability et hur rule        |
|     |    | and gave her wilitam support in Cartile (l.g., Arontishep  |
| - 1 |    | of fantiago suppried 3000 soldier during war of            |
|     |    | sucression, and cardinarmendoza 1000 foldiers during       |
|     |    | Granader war 1482-92). Ourous, in serve of                 |
|     |    | administration of her tentory Isabella had more            |

|     | a)  | former than Ferdinand, and her power as a wonever    |
|-----|-----|--|
|     |     | was argustry insurently greater due to Carrilde      |
|     |     | suprimery.   |
|     |     |  |
|     |     | Howeller, Ferdinands military power was greater than |
| , , |     | Itabellass; indeed, he was often me reader of        |
|     |     | Caerilian war (such as the Basse of Toro, 1476, min  |
|     |     | he defended Isabella's right to rure, or the brander |
|     |     | Reconquista unien he led despite me fact branada     |
|     |     | & carre under the ringelon of castile). Moreour,     |
|     |     |  |
|     | . , | ausnaugh by initial contract of Isabella and         |
| 1   |     | Ferdinand disadrantaged Ferdinand - as he may        |
|     |     | forced to revide in Capile, and all delicion related |
| ,   |     | to Caltile were made in accordance with Itabellas    |
|     |     | nisher - linsiting his power both in Aragon and      |

| 0 | N) | cartile, change made in 14789 (e.g., Italella        |
|---|----|--|
|   |    | stated Ferdinand would golm as monterthin her        |
|   |    | abfence) intelled his fout. Finally, when Itabella   |
|   |    | died (1564), he eventually became regent of carrile  |
|   |    | (1507), inercaring his forter.                       |
|   |    |  |
|   | •  | Ourall, Itabella's power was much more lemoralised   |
|   |    |  |
|   | ,  | and administratively ordered Gran Fordinands;        |
|   | ,  | nowerer, with Fordinand's power aren Iterian         |
|   | :  | 1  |
|   |    | foreign poviey and international relations (e.g.,    |
|   |    | wish the Pope), his power inercused, as reflected in |
| : |    |  |
|   |    | the altering of the namege contract.                 |
|   |    | V 1  |

Exemplar 1 considers a range of issues and reaches a substantiated and supported judgement and was therefore placed in Level 6: 9 marks.

#### Question 1 (b)\*

(b)\* 'Protecting Spanish interests during the Italian Wars was the main priority of Charles I's foreign policy.' How far do you agree?

[20]

Responses displayed a good range of knowledge and most covered a wide range of examples in order to provide a comprehensive survey. In arguing about protecting Spanish interests in the Italian wars, many discussed the importance of Milan and used the amount of time and money that was spent in fighting in Italy to support their argument. There was also discussion of the importance of Sicily to maintaining Spanish interests, while some also considered the importance of controlling the Papacy. Communications also played a role in some responses and there was mention of the supply of grain. However, these issues were usually contrasted with a range of other concerns. A number of responses suggested that it was not Spanish interest in the Italian Wars that was Charles' main concern but the importance of preserving or even expanding his monarquia. There was also discussion of his concern to protect Christendom from Islam, seen in his struggle with the Ottomans and also with the Barbary pirates. In considering the latter some expressed concerns about protecting trade and security. This was also broadened to include a discussion of the potential threat posed by the Lutherans in Germany. In many responses there was also discussion as to the threat from France and the need to secure Spanish borders, while the issue of Burgundy, being the Habsburg homeland, was also considered. There was plenty for candidates to consider and most were able to explain a range of issues, even if judgements were absent or thin.

#### Question 2 (a)

- 2 (a) Which of the following was of greater importance in Charles I's rule of Spain?
  - (i) Relations with the nobility
  - (ii) Relations with the towns

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

[10]

This was the more popular question, and a wide range of responses were seen. Less successful responses wrote very generally about both issues, while the most successful responses provided precise examples of both towns and nobles to support their argument.

In discussing relations with the nobility, there was often reference to Charles I's poor relations with them in the early years, with less successful responses often focusing solely on the period to 1522. However, most were able to consider the nobility's role in controlling towns and in the countryside. There was some discussion of their tax exemption in return for their loyalty. There was some discussion as to whether their role decreased with the use of letrados and whether their role in central government declined so that their importance was more in the countryside.

In discussing the towns, most responses mentioned the Communeros and Germania revolts and often linked this to the nobility and their role in suppressing them. Less successful responses often went no further than this and did not consider their importance in taxation, the position of the Cortes or the role of the corregidores.

[20]

#### Question 2 (b)\*

(b)\* 'Isabella's marriage to Ferdinand was the main reason why she was able to secure the throne of Castile.' How far do you agree?

Most responses were able to explain a range of reasons as to why Isabella was able to secure the throne of Castile. Some responses discussed later issues that were less relevant and focused more on her consolidation of power. In discussing the importance of her marriage to Ferdinand most commented on his military skills and the force he was able to muster for the Battle of Torro. Similarly, others commented on how the marriage helped to bring stability in a period of civil war. Candidates also commented on the terms of the marriage contract which did much to reassure Castilians and end the fears of Ferdinand's domination. Responses also discussed the importance of the birth of an heir and how this helped to secure the succession, again offering stability, and contrasted this with the situation of Isabella's rival Joanna.

In discussing other factors, most examined the claim of Joanna and questions surrounding both her legitimacy and her marriage. Many responses gave much credit to Isabella, often noting her actions in proclaiming herself queen in 1474, her skill in securing support from influential nobles and her tour around the major towns of Spain.

#### Exemplar 2

| <br>Isabella's manage to Ferrina Ferdinand in the luter  |
|--|
| of sheccession was the primary reason she was abu  |
| to secure the throne, as Ferdinand's Military expente was crucial at tipping points during the       |
| war, and his support underpringed the sole of  |
| the nables A third factor to be considered men is the paparagicanous but This is the least important |
| reasing with the manage to terdinand   |
| being of paramount importance.   |
| Isabella's marriage of to Ferdinand is cleared the   |

|          | main reason she could though Secure the Morne.         |
|----------|--|
|          | the Firsty, he provided military expertie              |
|          | and sophisticated traduledge of advanced artinery,     |
|          | whilet also prividing 40,000 Aragonne troops. This was |
|          | especially consid in her tipping point during the      |
|          | War of Sucrescion, such as the 1476 Batter of          |
|          | Tors, where Ferdmond surcersfully forced Alfons into   |
|          | Altreat. This was significant because the Toro hickory |
|          |  |
|          | Illidified to the papacy's support for Isabellas,      |
|          | and also increased noble support for her- angle        |
|          | the bounce, Pachoco, a his as noble switched his       |
|          | allegiance to & Isabella. The Morevre, it was          |
|          | Shorty after the Bathe of Tisos that Tsabelia was      |
|          | Crownel queen at the center of Madrigal, exemplifying  |
|          | it as the main turning paint that tipped the           |
|          | seals in her farour, Shaving Flordingma's happy        |
|          | exceptional military shrills to be of cricial          |
|          | Importance. Not only was Ferdinand important in        |
|          | military regards, he was also extremely important in   |
|          | diplomacy. 4 In 1473, he facilitated the end of        |
| <u> </u> | The Noveme Civi war, hand stopping Alfonso's           |
|          | plans to use the French to distract of worth forces,   |
|          | which has ultimated of critical importance in          |
|          | enume that Zoobella was not fighting a                 |
|          | war on two fronts. Fedinal was therefore the           |
|          | Most important reason Irobella secured the those       |
|          | because not only did he provide the military expertise |
|          | required to win the Battle of too, a has topping       |
|          | Point, he also gained the advantage of hot fighting    |
|          | , , , , , , , , , , , , , , , , , , ,                  |

12

| a war on two fronts through his diplomany skilly          |
|---|
| Thus making him the pivetal decreting factor in           |
| Trakemas success.   |
|   |
| Noble support of Isabella un certainly important          |
| through funding and resources, as were as the             |
| gesjente gesgraphical advantage provided : Despite        |
| this, the nable support con be underpianed by             |
| the actions of Freedinguely whose diplomary shiers        |
| enabled Isobelle to enjoy the support , the               |
| There must adverted hald formities in Contribe            |
| Three most powerful habe formilies in Costrile-           |
| Menduza, Enriquez, Toledo. The nobles                     |
| played an important race in funding the sea Aragonse      |
| comy, allowing for a successful Military                  |
| Outcome. Mendoza pravided 1000 hones and 2008             |
| boldres during the Bottle of two, which accounted         |
| for one the 1/4 cy the army the further                   |
| owned 90,000 vascale and controlled the Basque            |
| Counties, which gone Fedinand a graphing                  |
| Jesjraphical trates advantage. It was important           |
| in Isohella serusing Milliony Victory, and                |
| by sortag extension, the throne of Castill, because       |
| It allowed for a well-funded army, advanced               |
| artitlers and the mean to embant on longthe               |
| and costy military explains to embank on langthy          |
| La description of the support constitution of the support |
| underpins noble support, creating a state bone of         |
| Support, which was cracial because usbles                 |
| were fiche and switched allegrances open based            |
| off whomers where appeared to be closer to victory        |

| at any given time throughout a war. Ferdinand              |
|--|
| secured Menelso's support by glang these                   |
| the Pape to grant him a cordinalship in return             |
| for his support. Similarly, Ferdinand's in impact          |
| Cannot be & bresstal hore pivotal in that                  |
| hables sai like Paris suiters A tra                        |
| hobles sor like Pachers switched to supporting             |
| Isosem ofter the successful Battle of Tod.                 |
| <br>It is therefore excident that whilst hable support     |
| enorbled a well-funded and bell-armed army,                |
| <br>the support of fiche and unreliedble & nobles          |
| <br>Was turnoed into an egentine and secure                |
| support base that all enabled Francisa to vin              |
| <br>military victories against Alfonso, ten by Ferdinand.  |
| <br>This therefore means that Ferdinance is support manage |
| <br>with Isobella meant she was able to win the            |
| Wer of Succession and Secure the Spanish cown.             |
|  |
| The married at the basis was also since it                 |
| the support of the popacy was also significant             |
| because the papal bull that sometimed the                  |
| morriage of Teable and Fedinand gove them a                |
| legitimate clain to the throne. Frabella's clain was       |
| Phreng through this legitimacy, enobling her nictors       |
| + appear legitimente and wen-deserved, The which           |
| <br>prevented opposition to her rule & upon her            |
| <br>arconsiss to the throne. Moreover, the Pape removed    |
| dispensation to Juana's claim to the thrones -             |
| honer, this was done 3 years ofter trabella                |
| had secured the throng and is thing of limited             |
| importance. It was also corcol, Fedinard who Ensuel        |
|  |

| papal support by threatening to remove troops from Sicily if the Papa didn't comply, the making trendshared the most important factor.   |
|--|
| Regarding towns, the termandades was crucial in providing you troops, but this significance is limited in 12 its scale, as Ferdinand provided 44,000 troops, a comporatives larger amount to was also Ferdinand who secured the support of towns they travelling around Castile to Connece them to support Isosella. |
| to worked, Fundment's support and marriage was undersoons the must important factor. It underpoins hable and papal support and the military important by minitary success is clearly important at human's hipping pains like the Rattle of Toro, making Fundment.  |

There was much that could be discussed and Exemplar 2 provides a good example of a Level 6 response. A range of issues are explained and there are judgements made about the issues. This is not a full mark response, because it is less strong at the end. This was given Level 6: 18 marks.

15

#### **Assessment for learning**



Candidates do need to be able support their judgements and explain why a factor/event/issue is the most important. The strongest responses will compare the chosen factor with others and explain why one is more important than another.

## Supporting you

## Teach Cambridge

Make sure you visit our secure website <u>Teach Cambridge</u> to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

**Don't have access?** If your school or college teaches any OCR qualifications, please contact your exams officer. You can <u>forward them this link</u> to help get you started.

## Reviews of marking

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 <a href="OCR website">OCR website</a>.

## Access to Scripts

For the June 2023 series, Exams Officers will be able to download copies of your candidates' completed papers or 'scripts' for all of our General Qualifications including Entry Level, GCSE and AS/A Level. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our <u>website</u>.

### Keep up-to-date

We send a monthly bulletin 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 for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

## 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 <u>Interchange</u> 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.

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
- facebook.com/ocrexams
- **y** twitter.com/ocrexams
- instagram.com/ocrexaminations
- inkedin.com/company/ocr
- youtube.com/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.





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 2023 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

 $Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our \underline{\text{Expression of Interest form}}.$ 

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