

A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y219/01 Summer 2023 series

Contents

Introduction	3
Paper Y219/01 series overview	4
Question 1 (a)	5
Question 1 (b)*	5
Question 2 (a)	6
Question 2 (b)*	8

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 Y219/01 series overview

Y219/01 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 generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • gave equal consideration to the two issues in the short-answer essay • reached a developed and supported judgement as to which issue was more significant or important • linked their knowledge of the issues to the focus of the question • discussed at least two relevant issues in depth • gave supporting detail that was both accurate and relevant to the question set, not just the topic • reached a supported judgement about the issue in the question • made a series of interim judgements about the issues discussed in relation to the question. 	<ul style="list-style-type: none"> • considered only one of the issues or discussed one in a superficial way • produced a judgement that was not supported and was therefore assertion or a judgement that did not follow logically from the response • were unable to use their knowledge to address the issue in the question • showed a poor understanding of the major issues relevant to the essay • were unable to support their response with relevant or accurate material • did not focus on the precise wording of the question • made unsupported comments about issues which were no more than assertions.

Question 1 (a)

1 (a) Which of the following had greater impact on Russian society in the 1930s?

- (i) Stalin's policies for agriculture
- (ii) Stalin's policies for industrialisation

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

[10]

The purpose of this question was for candidates to provide a comparative analysis of these two issues in relation to their impact on Russian society. Most candidates attempted to analyse both issues with the more accomplished responses having a clear understanding of the phrase 'impact on Russian society'.

Better responses focused their knowledge and analysis on the social aspects of the two policies. In the case of agriculture, candidates discussed Collectivisation and the resulting food shortages, famine, and dekulakisation. For industrialisation, better candidates focused on the workers' living conditions because of rapid industrialisation, being under greater control as a result of 'terror', and the pressures of excessive targets through examples such as the Stakhanovism. A significant number of responses focused their knowledge and analysis on production figures, particularly for industry and therefore were more focused on economic impact rather than social impact.

Question 1 (b)*

(b)* Assess the impact of the First World War on Russia between 1914 and the end of 1916. [20]

The focus of this question was to analyse and assess the impact of the First World War on Russia. Most candidates showed an understanding of the demands of the question and were able to provide knowledge in relation to the consequences of the war on Russia. The weaker responses provided some generalised knowledge and, at times, did not take in account the dates provided in the question. A significant number of candidates went on to provide knowledge and analysis of the impact of the war after 1916 and, in some responses, answered their own question as to how the war caused the events of the revolutions in 1917. There were some responses that also provided some, and at times extensive, knowledge about conditions in Russia before 1914 that did not address the question.

The better responses provided knowledge and analysis which focused on a range of issues that had an impact on Russia as a result of the war. Those better responses included Russia's military poor performance that caused resentment and economic consequences that led to greater problems, particularly in the cities, namely inflation and food shortages. Some candidates also included the impact on politics because of Tsar Nicholas II becoming Commander in Chief of the army and the widespread resentment towards the Tsarina and Rasputin.

Assessment for learning



When providing responses for the traditional style essay question (b), 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 were more successful in their opposition to the Tsar between 1900 and 1906?

(i) Liberals

(ii) Marxists

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

[10]

The purpose of this question was that candidates should provide a comparative analysis of which of these two political groups was more successful in opposing the Tsar between 1900 and 1906. Most responses attempted to analyse both groups, but a significant number of responses demonstrated a limited understanding of the composition of both groups which resulted in difficulty in judging which was the most successful. Some responses were restricted in their analysis because they regarded Social Revolutionaries as Marxists.

The more accomplished responses focused their answers on explaining the aims and objectives of the Liberals and the Marxists and on an analysis of whether they were successful in achieving those aims using the events of the period in question. These events included Bloody Sunday in January 1905, the October Manifesto 1905, the Fundamental Laws 1906, the Duma and the role of the St Petersburg Soviet.

Misconception



Social Revolutionaries were socialists but not Marxists.

Exemplar 1

	<p>In conclusion, I believe the liberals were more successful in their opposition of the Tsar between 1900 to 1906 as they were able to achieve yeaside change that lasted, and such as the october manifesto; and was successful in recieveing concessions such as the establishment of the duma, regardless of the fundamental laws quick follow up to put concessions on the power, as the Marxists achieved little in this period and many such as Lenin remained in exile throughout this period and could achieve little after the concessions of the Tsar were successful in splitting but the alliance between the liberals and marxists with the october manifesto of 1905, despite the exiles being able to return.</p>
--	--

Exemplar 1 demonstrates a good attempt to provide a judgement in a concluding paragraph in a response to Question 2a. This response was given Level 5: 7 marks.

Question 2 (b)*

(b)* Assess the reasons for Stalin's rise to power between 1924 and 1929.

[20]

The purpose of this question was for candidates to identify reasons for Stalin's rise to power and provide supporting knowledge and analysis to assess which reason was the most important. Most candidates were able to provide several reasons, including the miscalculations of Stalin's opponents, his role as General Secretary of the Party, his political skill and the good fortune that came his way from chance events, such as Lenin's death.

The differentiating factors which distinguished the more accomplished scripts was the quality of the knowledge and, therefore, the quality of the analysis and whether responses kept within the timeframe of the question. Some candidates went back to events and circumstances before 1924 and others went beyond 1929 and ended up analysing the reasons for Stalin's consolidation of power in the 1930's.

To achieve the highest levels, it is necessary to provide a judgement at least in the concluding paragraph as shown in Exemplar 2.

Exemplar 2

In conclusion, I would agree that the main reason for Stalin's rise to power between 1924 and 1929 was the structure of the party. This factor was most significant in removing the opposition as the NEP caused divisions, which the degree of factionalism was then used to exploit these divisions. Therefore, we can see the structure was more important than the weakness of opposition. Stalin's rise was also aided by his position as he was able to use his them to grow support and remove naive opposition. However, these removals were done via the Decree on Party Unity and his switching from the right to left, due in part to his position as General Secretary as he could stay in the middle and use his support base, but also due to NEP's divisions. Moreover, it could be argued that the need to centralise the party, a structural reason, led to his support base and key position as General Secretary. Therefore, Stalin's rise the main reason for Stalin's rise to power was the structure of the communist party.

Exemplar 2 demonstrates a good attempt to provide a judgement in a concluding paragraph in a response to Question 2b and was given Level 6: 17 marks.

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) 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 [forward them this link](#) 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 [OCR website](#).

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 [website](#).

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 [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.

[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**

 **twitter.com/ocrexams**

 **instagram.com/ocrexaminations**

 **linkedin.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.



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 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 [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.