



A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y216/01 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 Y216/01 series overview

Y216/01 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.

This paper offered a real contrast between the pairs of questions. Question 1 was on aspects of the American West and somewhat open-ended; Question 2 was on the causes and course of the civil war and demanded specific, precise knowledge. The two questions were both popular.

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

Question 1 (a)

- (i) The fur trade
- (ii) Prospecting for gold

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

[10]

Good responses recognised that there was an important chronological distinction to be made between the two factors, the fur trade largely preceding prospecting for gold with little, if any, overlap. Making a case for the importance of the fur trade relied on this point; it was important because it was associated with exploration and the spread of romantic myths about the West. Better responses also recognised the centrality of the beaver trade and how this rose and fell, according to fashion and the unsustainable nature of beaver trapping on a big scale. Prospecting for gold usually centred on California, the Dakota Hills and the fact that, compared to the fur trade, much larger numbers of people were involved. This led, often coincidentally, to the growth of permanent settlements in the West.

^{1 (}a) Which of the following was the more important cause of westward expansion?

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Exemplar 1 does a very good job of explaining the relative importance of the two factors, using strong supporting detail. The judgement is substantiated but could be a little more developed, which was reflected in the Level 6: 9 marks given.

Question 1 (b)*

(b)* 'Native American resistance to westward expansion in the 19th Century was a complete failure.' How far do you agree? [20]

There was scope for many different approaches to this question, given its wide chronological span and focus on an overall explanation, rather than on specific factors. Popular and successful approaches often considered military resistance, cultural resistance and the evolving nature of government policy in this regard. Many candidates picked out the Native Americans' reluctance to co-operate effectively among themselves and the fact that towards the end of the period they were overwhelmed by sheer weight of numbers, the advent of transcontinental railroads and the virtual extinction of the buffalo. Better responses pointed out that there was enough evidence to suggest that although resistance was a failure, it may not have been a 'complete failure'.

 	government throughout the period, these victories were
<u> </u>	short-lived as the US government was militarly
ļ	equipped to fight a sustained and mastare.
	This was because they were both military and
	identegreatly equipped and identically justified
	in their westward expansion. For example, the
	federal government was able to use forts and
	winter campaigns to undermine the Native Americans,
	Hannage who retied more on querdla warfare the
	belief given by war of Manifest Resting, sho shown
	justificat by the statehood of westweern states
	such as California in 1850, meant that the federal
	government was able to use its military
	resources on a justified basis, as shown by
	Chivington's mass slaughter in the Sand Creek
	Massacre Westward expansion also provided the
	federal government with more funds to reinforce
	its army, benefiting from the sale of gold, for
	example. Therefore, the Native Amencan's failed
	to resister a militarily superior American onvernment
	to resister a militarily superior American government that had perefited vastly from westuard expension.
	Politically, Native American resistance boild
	Politically, Native American resistance failed as when, as the federal government, guided
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	by the economic intripies of werward expansion, repeatedly proke treaties and displayed a
	laisser - faire attitude to milfalo hunters.
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	Although the federal government did give the Native Americans to write up treaties and
	recognised their 3/4 tribal majority & such
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Exemplar 2 is well- organised and well- informed. The candidate uses an effective structure to organise the material, picking out three important areas, thus avoiding a tendency to illustrative, narrative treatment, a common failing with a question such as this. The only shortcoming was a lack of the interim judgement, required for Level 6. Therefore, the response was given the top mark in Level 5.

Question 2 (a)

- 2 (a) Which of the following was of greatest significance in the course of the Civil War?
 - (i) The battle of Shiloh
 - (ii) The battle of Antietam

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

[10]

Candidates who had a firm grasp of the course of the Civil War handled this question well. Realising the fact that both battles were highly significant, but in different ways, made sense. Many of the candidates who knew the material well concluded that Antietam had the greater significance, because it led to the Emancipation Proclamation and hence to foreign powers' and particularly Great Britain's refusal to offer effective military support to the Confederacy. Shiloh was significant for the emergence of Grant as a Unionist commander and for the Confederates' loss of Johnston. Both battles were strategically significant: Antietam because it staved off the threat of a quick victory for the Confederacy and Shiloh because it opened up the possibility of a Unionist campaign in the West to break up the Confederacy. Candidates who did less well usually suffered from factual confusion with dates and personnel.

a)	The Battle of Sudials was the
	1885 stophisticant of the two battles,
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	it was not at all significant. The
	Battle of Shilon in late 1862 had a
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	to decrease the marale and overvall
	strength of the conjectoracy as significant
	ladership shills were lost. However, file
	battle of shukon showed the aboutly of
	the confederacy and it's amy as they
	were able to push back the thigh
	troops. However, the battle of Juilon was
	not as suguificant as the battle of
	putilitieun as whilst it was a decessive
	victory, it add uittle to turn the trades of
	the war as gains on both the Union
	and confederate sides were whited, changing
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Exemplar 3 provides some sound evaluation of both factors with good detail in some respects. For example, the loss of Johnston at Shiloh and the Emancipation Proclamation, consequent upon Antietam. Overall, the response is a little less confident of Shiloh, placing it, wrongly, late in 1862. The strengths of the response mean that it was given Level 5: 7 marks.

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Exemplar 4 is mostly competent but a little more uneven with less detail on Shiloh. It was given Level 4: 6 marks.

Assessment for learning

The sequence of battles in the Civil War:

Candidates who take this unit have to be prepared to assess, in basic detail, all of the leading battles and make sure that they have these battles in the right order, which means learning dates, names of generals and outcomes.

Question 2 (b)*

(b)* 'Differences in their economic systems were the main cause of tension between the North and South in the period from 1850 to 1861.' How far do you agree? [20]

This was an attractive question for candidates who were confident about the causes of the Civil War. An important consideration for many was the relationship between 'economic systems' in the question and slavery. Some considered slavery as a separate cultural issue, most considered it as a defining characteristic of the economic system of the South. As well as economic issues and slavery, popular rival factors were: political developments from 1850, culminating in the election of Lincoln, and associated considerations such as the impact of the Fugitive Slave Act, Kansas-Nebraska and abolitionism.

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	not the most important factor causing
	Sechanal leusions, was still significant. The

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1860, and the creation of the injederacy
in 1861. The secession of southern states,
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election, therefore suggests that the
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Exemplar 5 is a well-explained, structured response that covers most of the major issues effectively, building consideration of slavery into its discussion of economic systems. Knowledge and understanding were good and it was given Level 5: 15 marks.

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Exemplar 6 treats slavery as separate from 'economic systems', not entirely successfully but does have some accurate knowledge and a basic sense of structure. There is some uncertainty about Lincoln's position on slavery, so this response was given Level 4: 11 marks.

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