Qualification Accredited



A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y221/01 Summer 2022 series

Contents

Introduction	3
Paper Y221/01 series overview	
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.

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 Y221/01 series overview

Y221 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 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:

- 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
- in answering the essay question, discussed at least two 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.

Candidates who did less well on this paper generally did the following:

- 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 posed the greater threat to the stability of the Weimar Republic in the period from 1919 to 1923?
 - (i) Communist revolts
 - (ii) The Kapp Putsch

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

[10]

This was a reasonably popular question with most candidates able to write in some detail about both the Spartakist revolts and the Kapp Putsch. However a significant number of candidates wrote quite generally about both factors, ignoring the threat to the stability of the Weimar Republic and just describing the revolts.

Most were able to discuss the Spartakist revolt and its ultimate failure but fewer candidates were able to discuss the roles of Liebknecht and Luxemburg. Better responses were able to discuss a range of Communist revolts including Red Bavaria, the Ruhr uprising and the Hamburg uprising. When dealing with Communist risings candidates were able to point out that these were well supported and had revolutionary intent. Most candidates were able to demonstrate how they failed due to the opposition of the Freikorps.

In dealing with the Kapp Putsch good responses pointed out how these revolts were perhaps more threatening as the government was forced to flee from Berlin. There was good knowledge of those involved including Ludendorff, Kapp and Luttwitz. Most were able to point out the involvement of the Freikorps and the fact that this revolt was only crushed by a general strike. The best responses linked this to the Munich Putsch of 1923 and pointed out that this may have influenced the later revolt.

Exemplar 1 shows a good Level 5 response dealing with the threat of various Communist revolts.

Misconception



Several candidates saw the Spartakist revolt as a right wing uprising.

Exemplar 1

1	a)	Communist pends did pose a significant threat to the stability of the
		Weiman Republic from 1919 to 1923 particularly due to the
		popularity of the communist KPD potry as an extremit party.
		Much of this popularity drew from the successes of the
		1917 Russian revolution, and even the 1918 Kiel mutiny established
		communist developments in multiple parts of Bernary That is
		significant to the threat they posed because the increasing number
		of communist action that was proposed by post nor hiselognesty
		caused a great threat to Weiman. The most notecable examples
		of threat are the 1919 fanciary Spartnerst upraing, as well
		as the March 1920 Rohr uprising. Both uprisings caused
		such great threat that Ebert could not dissolve the
		Freshorps as he withed and meteral had to utilize
		not only the Freikorps but the German army and police to
		settle the upristings. Such upristings caused many to
		be inspired to join the Rations, which increased the
		threat to Weiman stability as opposition was manifested clearly.

Question 1 (b)*

(b)* 'The religious policies of the Nazi Dictatorship were a failure in the period from 1933 to 1939.'
How far do you agree? [20]

This proved to be a tricky question for some. Weaker responses tried to compare religious policy failures to the success of other policies - notably economic and social and so didn't focus on the demands of the question.

Better responses looked at a range of religious policies - examining Nazi attitudes and policies towards the Catholic and Protestant Churches, Jewish religious policy as well as the attempt to create the German Faith Movement.

The best responses focused on the period in question and did not stray beyond 1939. Strong responses looked at successes as well as failures and discussed the Concordat, the removal of religion from the curriculum in schools, the persecution of the Jewish community and the appointment of Muller as Reich Bishop. Failures elicited a range of responses, including material from beyond the period in question.

6

Question 2 (a)

- 2 (a) Which of the following was of greater importance in the establishment of the Nazi Dictatorship in the period from 1933 to 1939?
 - (i) Censorship and propaganda
 - (ii) The SS

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

[10]

This was a more popular question overall. As with 1(a) there was much description of the factors without comparing the importance. The best responses had an in depth knowledge of both factors and were able to link the two together to demonstrate how they helped in the establishment of the Nazi dictatorship. Candidates who did well on this question were able to show how important propaganda and censorship were to the Nazi regime and were able to discuss its organisation, aims and give specific examples. Censorship was sometimes ignored, although many candidates pointed to the book-burning ceremonies effectively.

Some candidates ignored the dates in the question and concentrated on the period to 1934 only, although they were still able to write in some detail about this period.

Understanding of the SS was shown in many responses. Good responses understood the connections between the SS and its other divisions. Surprisingly few linked Himmler to the SS whereas most could link Goebbels to propaganda. The best responses considered both factors and linked them to the establishment of the regime across the whole period.

Exemplar 2 demonstrates a response where the candidate has compared and linked the importance of both factors with good contextual knowledge and was marked in Level 6.

7

Exemplar 2

2	4	T
	<u>a</u>	The use of censorship and propaganda played a crucial vole
		in the establishment of the Wazi Dictatorship in the period
		from 1433 to 1434, successfully cotablishing the Hitler myth.
		Upon the acception of the Waris to power in 1933, brelibels
		was appointed the Minister for Propaganda and Public
		Enlightenment, waster with the aim of creating a Nazizied'
	ļ	Soliety an all areas of life. Broadcasting was used to group
		out state propaganda, and was successful as the number.
		of radios increased from being owned by 75% of people in
		1933 to 70% in 1830. This highlights the increased range
		of the programmed and its success in reaching much of the population
		Films, literature, ast and witure were also retored
		to become state engagenda, wim War: place and
	ļ. ;	ideals on race, their oversioning and the god-like
		Hitter gished through. Hatter was presented as the
ļ	<u> </u>	savious to bermany's groblems and a spermen type
_		figure, which was consider in sotilly solidifying.
		his goner and avening the Hitter Mythe live grantice
	ļ	he was lary and inactive in the Party). This sense
		of voin and owners was further neared by the
		"He's Hiter' salute, which established the
		berman geople as being very ours in one of Hitles.
		Consorship of newspaper, as seen with the Editor's
		law in 1933 was effective in runoving any communist
		or Societion Ideorogico from the News, whilst the
		lovning of the boots by Tentra Artnors in 1933
		was a significant state of unity in support of their
		rainal policy. Bespite the fact that the tensorship

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	from the Degression, further stobilishing for Nori Disturrain
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Question 2 (b)*

(b)* 'Opposition and resistance in Germany in the period from 1939 to 1945 were a complete failure.' How far do you agree? [20]

This response elicited a range of responses with some candidates wanting to write generally about opposition from outside the scope of the question, while other weaker responses wrote about the war as foreign opposition being successful which was not what the question was focused on. Better responses considered opposition thematically examining a range of factors including youth opposition, opposition from the elite, religious opposition as well as worker opposition. The varying degrees of success for each of these was counteracted by the effectiveness of the regime in stifling resistance as well as loyalty to the regime in the face of Allied attacks. Candidates tended to know the youth groups quite well and the White Rose group, Edelweiss Pirates and Swing Youth were all noted in many essays, although in some essays references were sometimes cursory and without any specific details. Better responses wrote more specifically about the work of the Edelweiss Pirates in Cologne for example, or the activities of Hans and Sophie Scholl in Munich. Religious opposition was again reasonably well known, although candidates strayed into the period before 1939 at times. Opposition from the Kreisau Circle and the July Bomb plot of 1944 were also included in many responses as examples.

Fewer candidates were able to write about worker opposition with much detail. In examining the effectiveness of the regime in stifling opposition, most candidates were able to look at the alternative argument, although only the best responses examined the loyalty to the regime in the face of Allied bombing and invasion as effective lines of argument.

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