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A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y215/01 Summer 2022 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.

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 Y215/01 series overview

Y215 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.

Key point for candidates – take care with specialist terminology

Candidates need to be sure of basic specialist terminology used in this unit e.g. Mezzogiorno, Risorgimento, Trasformismo.

Question 1 (a)

- 1 (a) Which was more important in the establishment of the Kingdom of Italy during the period from 1850 to 1861?
 - (i) Diplomacy
 - (ii) War

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

[10]

Responses to this question were surprisingly varied in that the question centred on an essential period, a focal point, of the topic. What distinguished better responses was their clear grasp of how to apply the two factors, using 'diplomacy' to evaluate Cavour's moves from 1854 to 1861, as well as Garibaldi's 'handshake' at Teano and exploring 'war' to comment on the Crimean War, the 1859 war and Garibaldi's campaign in 1860.

Very few responses managed to refer to all these instances and a notable amount omitted either the 1859 war or Garibaldi's campaign. In concluding, the importance of the fact that Austria was forced to pull out of most of Italy after the 1859 war was rarely appreciated. A notable number of responses were unclear about the meaning of 'diplomacy' and so were unconvincing.

Exemplar 1 copes well with the main instances of diplomacy and war in the 1858-60 period and comes to a substantiated judgement; not a comprehensive response, but well worthy of Level 5.

Key point for candidates – think flexibly about familiar material

Candidates should make sure details are learned and understood so that they can be flexibly applied, regardless of the question asked.

Exemplar 1

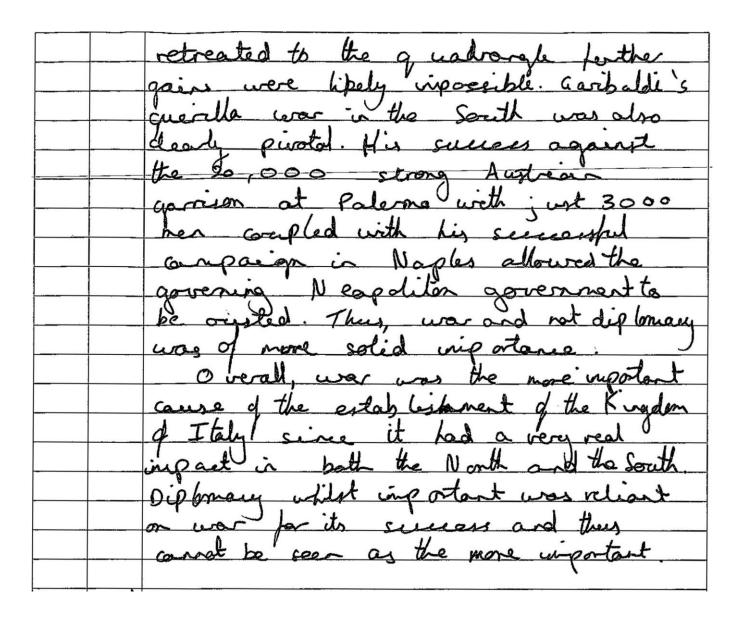
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7



Question 1 (b)*

(b)* 'In the years from 1815 to 1847, the Vienna Settlement laid the foundations for the eventual creation of the Kingdom of Italy.' How far do you agree? [20]

This question was usually tackled by comparing the impact of the Vienna Settlement with other events or factors in the 1815-47 period that were relevant to the eventual creation of the Kingdom of Italy. Popular choices in this regard were the revolutions of 1820-1 and 1831-2, as well as the spread of nationalist ideas. The Vienna Settlement was often seen as so inimical to the creation of a united Italy that it directly inspired nationalist attitudes through the actions of its conservative, Austrian-backed governments. The ideas of Mazzini, Gioberti and the Carbonari were often used to good effect in this regard. Less effective responses were confused about the settlement and struggled to form a coherent line of reasoning.

Key point for candidates - understanding the question's key terms

Candidates should make sure they understand key terms of a question before choosing it: in this case, the Vienna Settlement.

8

Question 2 (a)

- 2 (a) Which posed the greater problem for Italy during the years from 1861 to 1896?
 - (i) The Mezzogiorno
 - (ii) Relations with the Church

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

[10]

Many candidates answered this well, tracing the changing fortunes of the Mezzogiorno and the church over the 35 year period. The more successful responses appreciated the change in church-state relations following the accession of Leo XIII in 1878 and the belated attempts by Rome to do more for the South in the 1880s and 1890s.

Weaker responses only covered the earlier part of the period, not getting beyond the Brigands' War for (i) or were even uncertain of the meaning of the term 'Mezzogiorno'.

Exemplar 2 is a very effective response with enough material through the period on both factors to reach a developed judgement and Level 6.

Key point for candidates – pay attention to question dates

Candidates should always take note of the dates in the question.

Exemplar 2

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Question 2 (b)*

(b)* 'The Kingdom of Italy in 1861 was not a united state.' How far do you agree?

[20]

In most cases this question was well answered, with responses considering a range of factors such as the North/South divide, Piedmontisation, church-state relations, economic and cultural development and the fact that in 1861 Rome and Venetia were not part of Kingdom of Italy. Better responses appreciated that, for all its shortcomings, Italy was mostly united in 1861, that Garibaldi's contribution was highly significant and that the process seemed irreversible.

Less effective responses tended to list instances of disunity and to write more generally about the period 1861-96 rather than focusing more closely on 1861.

The best responses were focused on the question, well organised and showed good understanding and explanation of the main factors, with well supported interim and concluding judgements. Exemplar 3, although maintaining relevance, is rather one-sided, not really challenging the statement in the question. Evidence is thin in places and some of the evidence used is from much later than 1861 and so it was marked in Level 4.

12

Exemplar 3

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