Qualification Accredited



A LEVEL

Examiners' report

# HISTORY A

H505

For first teaching in 2015

**Y221/01 Summer 2024 series** 

## Contents

In	troduction	3
P	aper Y221/01 series overview	4
	Question 1 (a)	5
	Question 1 (b)*	9
	Question 2 (a)	. 16
	Question 2 (b)*	. 19

### 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 Y221/01 series overview

Y221 is one of 24 units in Paper 2 for the A Level examination for GCE History. This unit tests an extended period of History of about 100 years through a short answer essay question and a traditional essay question. The paper contains two questions, each having two parts, a short answer essay and a traditional essay. Candidates have to answer both parts of one question.

To do well on the short-answer essay question, candidates need 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 need to address the issue in the question, using detailed supporting knowledge. To reach the higher levels candidates need to assess the issues they discuss and reach a supported judgement, at least in the conclusion.

Overall Question 1 was the more popular of the two questions on the paper.

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	
<ul> <li>reached a developed and supported judgement as to which issue was more significant or important</li> </ul>	<ul> <li>produced a judgement that was not supported and was therefore assertion; or a judgement that did not follow logically from the response</li> </ul>	
<ul> <li>linked their knowledge of the issues to the focus of the question</li> </ul>	<ul> <li>were unable to use their knowledge to address the issue in the question</li> </ul>	
discussed at least two issues in depth when answering the essay question	showed a poor understanding of the major issues relevant to the essay	
comparatively evaluated their chosen factors in the essays	were unable to support their answer with relevant or accurate material	
<ul> <li>provided accurate and relevant supporting detail to the question set, not just the topic</li> </ul>	did not focus on the precise wording of the question	
reach a supported judgement about the issue in the question	made unsupported comments about issues which were no more than assertions.	
made a series of interim judgements about the issues discussed in relation to the question.		

### Question 1 (a)

1

- (a) Which of the following was the more important reason for Hitler's appointment as Chancellor?
- (i) The Great Depression
- (ii) Nazi propaganda

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

[10]

This was the more popular of the 2 questions on this paper. In general terms the question was well answered, although some candidates wrote more generally on both factors and were therefore unable to reach Level 4 – Level 6.

When examining the role of the Depression as a reason for Hitler's appointment, stronger responses were able to show how the Depression led to reduced confidence in Weimar democracy, and the increase in support for extremist parties including the Nazis and the Communists. Good answers were able to discuss the economic consequences of the Depression in detail and show how the Nazis offered solutions to these problems. Only the best responses were able to discuss big business and the reasoning behind its support for the Nazis. Weaker responses tended to confuse the impact of the Great Depression with that of the hyperinflation crisis of 1923 and were confined to the lower levels of the mark scheme.

When analysing the role of propaganda, most candidates could discuss the appeal and impact of Hitler as a public speaker, and the role of speeches and rallies as an important factor in his appointment as Chancellor. Goebbels was well-known, although many candidates referred to him as the Minister for Propaganda, which was outside the scope of the question. The best responses referred to the 'Hitler over Germany' campaign and were rewarded. Another common misconception were references to the People's Receiver and the role of radio, which again came after Hitler's appointment as Chancellor.

#### **Misconception**



Several misconceptions were noted in this question. Many candidates confused the Great Depression with the hyperinflation crisis of 1923. There were references to price increases, rather than the opposite that occurred during the Great Depression.

Similarly, there were misconceptions about propaganda, with Goebbels being given the title of Minister for Propaganda before January 1933 as well as other references to the People's Receiver, which again occurred after the date in the question.

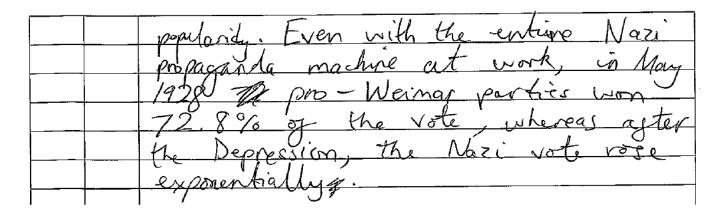
### Exemplar 1

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		discontent amongst Germani and a loc
		of faith in the Weimay Republic. The
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		Street Cash on 1929 dused world
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		fall by 15%, causing economis
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		is post poted their economy hurting
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		Germany rose from 1,600,000 in
		1929 6 3 million in 1930 and
		finally to 6 million in 1933. This
		meadt that a yest amount of
		workers were suddenly out or work
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		to woner leading to higher discontent
		and local violence. Many looked for
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		and support for Nazism, evidenced
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	young people to Nazism Also, the
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	abilities to couse support, and the
	use of all girplanes to travel
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	campaign made Nazism seem modern
	and exciting. Also the use of
	colour is the Nazi glag of black,
	red and white reminded the public
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signalled that Nazign meant a return to
better days for Germany # The
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to insiltrate German people's workingen
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consciousness and establish Nazism
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Overall, it is clear that, although
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Nazi propagande was certainly significant in gameing support
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fither as a central pigute it
was the Great Depression that
was the main reason for Hitler
appointment as Chancellor. The Depression
caused mass unemployment and economic
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strike, & stack and let is clear than
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This is a clear Level 6 response. Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.

### Question 1 (b)\*

(b)\* 'Economic problems were the most important consequence of the Second World War for Germany in the period from 1945 to 1949.'

How far do you agree?

[20]

The important feature of this question was for candidates to focus on the consequences of WW2. Many adopted the social, political and economic model and in doing so this proved to be a fruitful approach to this question. In examining economic consequences, the best responses examined the destruction of infrastructure by allied bombing, as well as the loss of livelihoods and the results of allied reparations and the further damage to Germany's economy. They also looked at the immediate shortages of various commodities post 1945, as well as the longer term economic consequences of the collapse of Germany's economy and the impact of the winter of 1946-47 as well as the Berlin airlift.

In examining the consequences of other factors, candidates were able to discuss the allied occupation and division of Germany as well as the breakdown of allied co-operation, leading to the Berlin airlift and the eventual division of the country. The best responses also examined the role of demilitarisation and denazification as well as the other social consequences in terms of education as well as social trauma. Weaker responses tended to include information from beyond the scope of the question, for example the building of the Berlin Wall and its impact.

### Exemplar 2

Economic problems were certainly
World War for Germany. The
World War got Germany. The
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saw a huge youth after in the
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	likely that here problems would
	have worsened.
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	However, there were other
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	as the political consequences such the har. The division of Germany
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There were also very significant economic benegits to some or all
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	In conclusion, it is clear that
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	war that were more significant
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	for more significant, and also
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	Aidel

This exemplar shows a Level 6 response which considers these issues in some depth, making thoughtful judgements throughout.

### Question 2 (a)

2

- (a) Which of the following had the greater impact on Germany during the Second World War?
- (i) Internal opposition and resistance
- (ii) Allied bombing raids

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

[10]

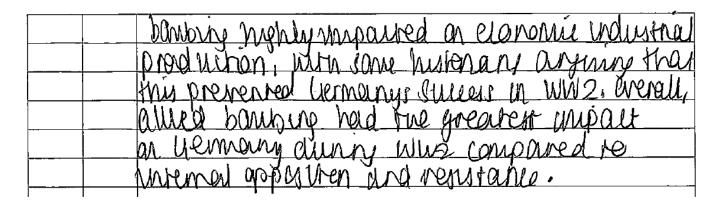
This was the least popular of the two questions but still elicited a wide range of response. Candidates were asked to consider the impact of opposition and allied bombing raids on Germany. The best responses were able to discuss these in detail, with these candidates able to discuss the impact of youth resistance through the White Rose, Edelweiss Pirates and Swing Youth and compare this to the role of the Kreisau Circle or other organised movements. Most candidates were able to discuss the seriousness of the July bomb plot amongst others. Weaker responses wrote more generally about the impact of resistance on morale without naming specific opposition groups.

When discussing allied bombing, weaker responses again wrote generally on allied raids and discussed the impact on morale or industrial production. Better answers were able to refer to specific raids on Berlin, Dresden or Hamburg and coupled that with excellent use of statistics.

### Exemplar 3

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This exemplar shows a Level 6 response which considers both factors in depth before arriving at a judgement.

### Question 2 (b)\*

(b)\* 'West Germany's strengths far outweighed its weaknesses in 1963.'

How far do you agree?

[20]

The essay elicited a wide range of responses, with a minority of candidates mistaking East and West Germany unfortunately. Better responses tended to adopt the social, political and economic model, which proved a fruitful method for this particular essay question.

The differential for most candidates was the amount of detail provided for their arguments as well as the quality of interim and final judgements. When examining economic strengths, virtually all candidates could discuss Erhard's "economic miracle" although the best responses substantiated their arguments with accurate detail and statistics to demonstrate West Germany's strengths. Similarly, many candidates could discuss Adenauer's political control and the removal of minority parties as well as social improvements including improved housing, social welfare etc. A significant strength for most candidates was the improvement to West Germany's international position, with references to the ECSC and NATO much in evidence.

In terms of weaknesses, the best responses were able to discuss the inequalities of wealth distribution, criticisms of Adenauer's authoritarian approach (and the Der Spiegel affair) as well as West Germany's relations with the Soviet Union as well as the East.

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