Qualification Accredited



A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y220/01 Summer 2024 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 Y220/01 series overview

Y220 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 must 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.

Question 2 was more popular that Question 1.

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

Question 1 (a)

1

- (a) Which of the following was the greater failure of Fascist economic policy during the period from 1925 to 1943?
- (i) Agrarian policy
- (ii) Industrial policy

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

[10]

The purpose of this question was for candidates to focus their responses on whether agrarian policy or industrial policy was the greater failure. Most candidates were aware of the purpose and there were some good attempts to address the question. However, a significant number of responses did not fully focus on the question because they did not have a clear understanding of what constituted agrarian and industrial policies. Some responses referred to the Battle for Land in their analysis of industrial policies, rather than agrarian policy. Therefore, some responses were generalised in their knowledge and analysis.

There were few responses that provided knowledge and analysis of the Corporate State or the failure of the drive for Autarky and hardly any responses provided counterarguments to the effect that some aspects of these policies were successful. For example, responses could have referred to the success of the Battle for Land in Campagna and the Pontine.

Assessment for learning



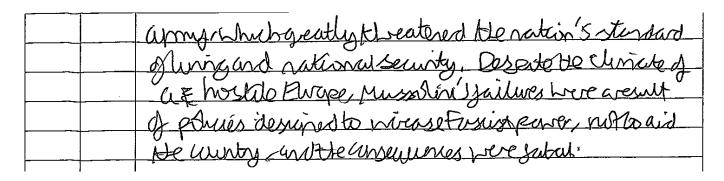
Always read the question carefully. Identify the key words and phrases and it is advisable to use those words throughout a response and this should help to keep an answer focused on the specific demands of the question.

Exemplar 1

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6

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	He regime's industrial policy was astrontiles, ending
	to high wandownest and a severely under helming



Exemplar 1 is a good attempt to address the question and provide a substantiated judgement by providing some detailed knowledge and consistent focus on the question. This response attained Level 5.

Question 1 (b)*

(b)* 'During the period from 1896 to 1915, Italy's most serious problem was the legacy of Trasformismo.'

How far do you agree? [20]

Most candidates understood that the purpose of the question was to focus on the problems that faced Italy in the period 1896 to 1915. Some candidates took the opportunity to describe some of the problems but then provided limited analysis of which was the most serious. The more accomplished responses started by explaining the 'legacy of Trasformismo', which led to formation of short-lived governments throughout this period, and then provided detailed knowledge and analysis of other problems with which to address the question.

Despite there being several problems, such as the North/South Divide, mass emigration, failures of foreign policy, growth of socialism and nationalism, opposition of the Papacy and the Intervention Crisis 1914/15. Some responses were hampered by a lack of understanding of Trasformismo.

Exemplar 2

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Exemplar 2 is a good attempt to explain and analyse the problem of Trasformismo. The response identifies one of the problems of Trasformismo in that it led to weak governments and then went on to explain other problems. This response attained Level 6.

Question 2 (a)

2

- (a) Which of the following was more important in explaining the rise of Mussolini?
- (i) The appeal of Fascism
- (ii) The weaknesses of the post-war governments

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

[10]

There were some good attempts to address this question with most candidates understanding the purpose of the question. However, there were a significant number of responses that provided generalised knowledge and analysis of both factors. In particular, with reference to 'The appeal of Fascism' a significant number of responses missed the opportunity to give more detailed evidence of which groups and individuals such as the working class, the middle class and the King were attracted to Fascism and why. The more accomplished responses also made references to the personal abilities of Mussolini. In the context of 'The weaknesses of the post-war governments' relatively few answers referred to the mistakes of Giolitti and the role of King.

Some responses did not confine their analysis to explaining the 'rise of Mussolini' but extended their analysis to the period after he became Prime Minister in 1922 and therefore provided unnecessary knowledge at the expense of relevant analysis.

Exemplar 3

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Exemplar 3 demonstrates a good attempt to provide a judgemental conclusion to Question 2 (a) by making a clear comment in the first sentence and then providing supportive comments in the rest of the paragraph which make the initial comment a judgement rather than an assertion. This response attained Level 5.

Question 2 (b)

(b)* 'Mussolini's foreign policy in the 1920s was more successful than his foreign policy in the 1930s.'

How far do you agree? [20]

There were some good attempts to address this question and most candidates demonstrated an understanding of the demands of the questions. However, there were a significant number of responses that provided generalised and, at times, inaccurate answers because of a lack of clarity of what events constituted a success for Mussolini's foreign policy and in which decade the events occurred. The more accomplished responses made clear references to events in the 1920s such as Corfu 1923, acquisition of Fiume 1924 and the Locarno Treaty 1925. For the 1930s most responses referred to the invasion of Abyssinia 1935, the growing friendship with Hitler, and the Spanish Civil War. Relatively few responses referred to Mussolini's role at the Munich conference in 1938. Some candidates took the simplified view that foreign policy in the 1920s was successful and in the 1930s it was a failure, whereas it was more complicated than that.

Some candidates took their analysis beyond the 1930s and concluded their answers in 1943 which, of course, affected their attempts at a judgement.

Misconception



Mussolini's prevention of Hitler's attempt at Anschluss in 1934 is regarded as a major success.

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