Qualification Accredited



A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y215/01 Summer 2024 series

Contents

| ntroducti | ion | 3 |
|-----------|------------------------|---|
| Paper Y2 | 215/01 series overview | 4 |
| • | on 1 (a) | |
| | ion 1 (b)* | |
| | ion 2 (a) | |
| | ion 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.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on File > Export to and select Microsoft Word

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as...** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Paper Y215/01 series overview

Y215 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.

Question 1 was the more popular of the two sets of questions. However, candidates found it difficult to structure a coherent response to Question 1. Uncertainty over Trasformismo made Question 2 challenging.

| Candidates who did well on this paper generally: | Candidates who did less well on this paper generally: |
|---|--|
| were clear about terminology had a clear grasp of chronology and, therefore, relevance | confused terminology in the questions had a muddled sense of chronology and, therefore, relevance |
| could structure their ideas successfullycould organise relevant evidence effectively. | struggled to give form to their ideaswere short of relevant evidence. |

Question 1 (a)

1

- (a) Which of the following was of greater importance in the revolutions of 1848–1849?
- (i) Pope Pius IX
- (ii) Charles Albert

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

[10]

The most successful responses appreciated the contradictory contributions of both these figures, Pius' initial liberalism giving way to reaction and Charles Albert's liberal and national impulses culminating in military defeat. Most responses considered that Charles Albert's actions and example provided greater inspiration for subsequent Italian unification and that Pius' ultimate response in 1848-9 had the opposite effect. Exemplar 1 below (Level 4, 6 marks) omits the Statuto but, more significantly, gives a one-sided view of Pius IX. Hence the response lacks sufficient balance for Level 5 and was awarded a top Level 4 mark.

Exemplar 1

| | |
|-------------|---|
| <u> a</u> | charles Albert was of greater importance in the revolutions |
| | of 1848-1849 because of his aspiration to expand |
| | Piedmonkse land and get vid of Austrian influence Lombard |
| | and unata decide to join forces with Piedmont as |
| | they saw it as the only hope to get void of the Austian |
| | inpluence. However at the battle of custoza charles Abert |
| | is defeated by the Autrians and signs a truck, leaving |
| | lombardy and venetia on their own we witness |
| | charles albert attempt to botthe Authors again |
| | at Novara, hower but he total is depented and |
| | abdicates charted Albert despite losing batthes against |
| | Autria, has actions were a reflection of the will and |
| <u> </u> | define of the Italian people, who jull like him teld |
| | Sympathy for revolutions to gain an independent I have and |
| | most importantly in this came get rid of the hustrian |
| | inchence. |
| |) |
| | Pape Pius IX was important in the revolution of |
| | 1848 - 1849 because of til anti-resolution Stance During |
| | the battle custo2a a paper army leaves their bate and |
| | join the war against Austrians alongside chartes Albert. |
| | Fearing reprisals the Pape demounces revolution in the |
| | Papal allocation. Showing he is clearly against any exports |
| | for Italian unification. This was important contidering the |
| | Poper authority as the head of the catholic church |
| | the teld his word hold strong credibility and importance |
| | amongst the many loyal catholics in Italy, which as |
| | a result forced people to choose between their country |
| | or faith. |
| | 1 |

| Inconclution charles Albert was of greater important |
|---|
| in the revolutions of 1848-1849 time he attempted |
| may batther against Autria and was responsible for |
| the resolutions himself. As for the Pape his action's in the |
| maker can also be linked to chearles Albert as it was charles Albert's decision to war Autia which prompted |
| the Papal army to pin the caute and than leaving |
| the Pope to rebish the payed allocution is pear of Aution |
| at reve noticed were in pelochy pelomidue, desired |
| Thalan cause. |

Question 1 (b)*

(b)* 'The problems of Italy were successfully resolved during the period from 1789 to 1847.'

How far do you agree?

[20]

The chronological spread and open-ended nature of this question provided a challenge for a good number of candidates. Successful responses had a sound grasp of the impact of French influence under Napoleon and were then able to assess the seriousness of the challenges early national movements presented to the restoration monarchies after 1815. In general, however, responses struggled to find a way to explain the consequences of the Vienna settlement for Italy in this period, lacking the necessary coherence or range of evidence to be convincing. Exemplar 2 below (Level 5, 15 marks) is something of an exception in that it understands the importance of Austrian power, and can explain the main features of the period. The section on the economy is inevitably thin but the rest of the response holds together convincingly.

Misconception



Using the 'economic, social, political' formula was unhelpful for this question as it does not fit the material and the main concerns of the period. Italy's economy was essentially static in this period, as was Italian society for the most part.

7

Exemplar 2

| 1. | () | Between 1840 1789 and 1847 Italy had not |
|---------|----|--|
| | | resolved many of its major problems, with Austria |
| | | resolved many of its major problems, with Austria still having significace superiority, there had still been |
| | | unrest throughout the period and the disparity between Worth |
| | | and so the was still evident, although there were charges in |
| | | political and social freedom during the period. |
| | | |
| | | One of Italy's major problems was the floragen |
| | | One of Italy's major problems was the ferragen Austrian dominace and influence over the peninsula. |
| <u></u> | | For example, the reinforcement of Austria troops in |
| | | honbady in 1796 clearly shored Austria dominace over the |
| | | penissula. Similarly, during the 1820-21 vevolution ad |
| | | 1831-32 revolution, any uprising had been not by |

| | cruel Austrian repression, such as troops being |
|---|--|
| | Sent to Waples in 1821 which had bed to ovel |
| | repression and public executions, also seen with the |
| | central duchies in 1832, where revolutionaries were |
| | exiled and or executed, in order to restore order |
| | and the dukes or duchesses to power. Austria had been |
| | a major iftence in Italy up until 1859, which |
| | clearly shows that the problem of Austria supremy |
| | rad not been solved between 1789 to 1847. |
| | THE TOP WELL SOV EN TO LOCALE 178 LID IS THE |
| | Many Ttalic week to conditate II social at 1289 |
| | Many Italia wers throughout the period of 1789 |
| | to 1847 had desired to put a stop to univest in |
| 1 | the Peninsula. This was done, by Wapoleon Bonaparte, |
| | from 17893 to 1916. With his (code Wapoleon and |
| 4 | the effective use of costain costasting, Wapoleon was |
| | Will to avoid many onest in Iray. I lovever, where |
| | the Vienna Agreement in 1818, Italy was restored |
| | to its pre-Wapdeonic esa, with each state being |
| | restored, and with then their old rulers. this hearing |
| | angued the population, as most rulers had |
| | been repressive towards their people, and neverall similar veralitions broke out both in 1920 and 1831, |
| | similar veralitions broke out both in 1920 and 1831, |
| | showing that unrest had thorased over the period |
| | between 1789 and 1847, showing the problem of Uniest not |
| | being resolved. |
| | |
| | The other major problem of Italy between 1789 |
| | The other major problem of Italy between 1789 and 1847 was weak exories economics and huge disports, between the Worth and the South. Over the period, |
| | between the Mortl and the Could Over the period |
| | work the property of the policy |

| | over 90% of the population were made up of |
|---------|--|
| | peasant, showing the Economy to be based on agriculture. |
| <u></u> | Hovever, when compared to other Furgeon economies, |
| | Italy was far behind. the Most industries were lagging |
| | behind, & and the total number of railway (980km) by 1847 |
| | in Italy was not even 10% of what it was in |
| | Frace or possia. Over the period of 1789 to 1847, most |
| | industrialisation happened in Picdmont (the Worth), while |
| | the Sorth had been lagging behind. The disparity |
| | between the South and the Worth of Italy hadn't |
| | bear resolved all the way up to 1896, which shows |
| | the problems of economic weakness and disparity between |
| | the Worth and the Sorth had not be resolved between |
| | 1789 ad 1847. |
| | |
| | Honever, there had been an increase in political |
| | and social freedom during the period. Under Wapdonic |
| | rule, consorship was decreased and certain newspapers |
| | began to flourish agents Similarly, during the revolution |
| | of 1820-21, King Ferdinand and Charles Albert were |
| | Loved to implement constitutions that were based or |
| | the 1812 Spaish Constitution, which saw invenses |
| | in Greaten political peodon, as all adult rales in Wagles |
| | were able to vote after king Fedinad's Constitution of |
| | were able to vote after king Fedinad's Constitution of July 1820. As cell as these, the 1831-32 revolution also |
| | Saw increases in freedow, with provisional governments being |
| | implemented and people seeing hige decreases in repression, and |
| | Bensovship and Hovever, all these charges in freedom |
| | were short lived, as all chages had been aresturned |

| | when revolutionaries were defeated by the Austrias |
|---|--|
| | und the original rulers had been put back to power. |
| | |
| | Overall, this shows that the problems Italy |
| | was facing between 1789 to 1847 had not been |
| | resolved. Ever though the period had seen certain |
| | increases in freedon, with the 1820 constitutions and |
| | 1838 1 provisional governments, these were all short-lived |
| | 1838 I provisional governments, these were all short-lived due to Arstria super remay; and problems like Austria |
| | Supreray, unjest, econonic beakness ad disparties |
| | between the Worth and South had not been resolved |
| | during the period, due to lacks of power and initiative |
| | to chage, Showing Italy had not resolved their problems |
| | between 1789 ad 1847. |
| | |
| 1 | |

Question 2 (a)

2

- (a) Which of the following was of greater importance in Italy during the years 1861 to 1896?
- (i) Piedmontisation 1861–1870
- (ii) The policies of Trasformismo

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

[10]

This question was not successfully handled by those that attempted it. The main difficulty was lack of understanding of Trasformismo and sometimes uncertainty about Piedmontisation as well. Few responses could make the obvious points about Piedmontisation in the period 1861-70, centring on the Brigands' War and the imposition of Piedmont's laws and practices on the whole of the rest of Italy. The association of Trasformismo with corruption in the Italian political system was not well appreciated, although more successful responses were able to relate it to the peculiarly weak party system of Italian politics, 1871-96.

Assessment for learning



It is important to keep teaching key terms, such as Piedmontisation and Trasformismo because candidates' knowledge of them was indispensable here.

11

Question 2 (b)*

(b)* 'The developments in Piedmont under Cavour and Victor Emmanuel II were the most significant outcome of the revolutions in Italy of 1848–1849.'

How far do you agree? [20]

Most candidates were able to work out a structure that compared Piedmont's developments, notably economic modernisation, the arrival in Piedmont of nationalists from other parts of Italy and Cavour's forward foreign policy with other outcomes of 1848-9. Various alternative factors to developments in Piedmont could be considered: either the outcomes in other parts of Italy or foreign involvement. Exemplar 3 below (Level 5, 15 marks) takes an interesting line in relegating the role of Cavour and Victor Emmanuel II beneath those of Charles Albert and Garibaldi. Most responses agreed with the proposition in the question because of the direct effects of Cavour and Victor Emmanuel initiating the war of 1859 but this alternative approach has some merit. There is sufficient understanding, evidence and strength of reasoning to make this work and reach Level 5.

Exemplar 3

| | I do agre to a certain extent that |
|---|---|
| | Cavar & Victor Emmanuel 11's duelquents |
| | in Redmont were the most significant cub- |
| | corne of the 1848-49 knolutions. The strongh- |
| | ening af Predment led to advancement; of |
| | inclusteneilisation. a incienced Italian nationalism. |
| | Houses in terms of inflication, the revolutions |
| | also propelled acubaldi into the limelight, who |
| | was later rened as the father of Italien |
| | conficution furthermore, the work by Charles Albert |
| | of the publication of the Stabuto is was the basis |
| | af the constitutions under the unfield Kingdom |
| | af Italy of the only constitution to sume |
| | these varolubians. Therefore, it could be argued that |
| | the grung inbluence of achaldi, and todate |
| | the figure heard of unfreedien, was a work imp- |
| | atout subcome in tems at what he did for |
| | Italy. |
| | |
| | To an extent, caucin & Victor Emanniel 11 & their |
| | work as hedmark after the resolutions is |
| | an extremely imporbant autome. Covair |
| | comes was an Anglophile & was inspired by |
| | the Bubish reulway system, leading to him |
| | building 815 hm of ruliway in Prodomant. They |
| | also increased industrial grouth in order to |
| | catch up with other nations in Europe. This |
| · | |

| Industrial growth led to the rate of imports of |
|--|
| Exports increasing by a feretion of 4. carrowards |
| marder woman wolfon Predmont become seen as |
| the economic center of Italy, with over 30,000 |
| exhiles Mouney there. Covour's inquistic shills |
| along with the strengthening at the Predmontese |
| any led to him being able to ally with |
| Napoleon III af france. This allience was able |
| to defect the Austinen's at the battle of Solfenno |
| X'nd Italy af foreign power Henerer, these solvance. |
| ments excurentated the disporty between the North |
| & the Southern development, which hindered inficiation |
| in the long run as the south needed to catch up |
| with the Nath-Cover also had to be convinced |
| 1 |
| to unite the whole points who had in some control of |
| from just unting the North, which was cowers |
| the idea that aculat dis influence was were |
| important us a roult of the 1848 49 knowleton |
| To say be st the stepanage of say lot be assured |
| To contrast the statement it could be agreed |
| that charles Alberts work in tredmont was |
| significant in terms of outcomer from the radiubles |
| Whilst he was known to have fightened consont- |
| ip lans & reduce Church pomer, Albert also introd- |
| hed some liberal reforms such as allowing non- |
| nobles to gight in the army. His most famous |
| piece at work is indubtably the Statuto; |
| The Statuto was the only constitution to summe the |
| budutions what being reached , & in tems |
| _ |

14

| af midulianay autrames, It land foundations |
|---|
| for Italien unfliction who person the under the |
| unfied kingdom af Italy was based arend |
| the Statuto, which highlights the importance of |
| charles Alberts constitution as an autome of |
| the muchibians Houses the Statuto was the |
| in rally the only advancement made by Charles |
| Albert Hu nichname "the woldong hung" was an |
| accurate depiction as he shifted his political reign |
| & between liberal & wastrancen . His two large |
| military defects with Donara ta Das at custora |
| & Novence were embancissing for Redmart, |
| & his defect at Novem allowed the Austrians |
| to surop in & take control of Turing, therefore |
| hindering the infication process. Therefore, Charles |
| Albert & the Statuto were inpatant in teme at |
| inflication & constitution, but not as important as |
| ambaldi, who afficially instead all states of |
| Italy- |
| |
| finally, the growing influence of ambaldi |
| as a result at his march to Rome com con be |
| weed as the most important articine of the |
| revolutions. As the french any planned to |
| infil trute & take back Roma the Roman Republic, |
| Canbaldi & his men marked to Rome to help |
| Marzini, head of the thunnwale, defend it. Although |
| Rome Gell to the French, the heroic depiction |
| af Genbald; fighting the fleets with his |
| ` |

| | bent sword and to him being seen as a |
|-----|---|
| | godlike kudubionary fighe & conjuns in Rome |
| | & elsewhere would point portraits at him |
| | & sing songs at him in the streets. His |
| | grunny incluence led to a further videspread |
| | feeling of Italian nationalism, which allowed |
| | acubaldi in gather were any members of |
| | eventually take Naples & Study. He did this |
| | "in the name of Victor Emmanuel & Italy which |
| | graves he was solflers & wonted a strong king |
| | to goven the infect Italy. He handed over |
| | control of all tentory he gamed to Victor |
| | Enmand I d was seen as v completing |
| | Italian impiration. Whilst working with Cavar, |
| | he was able to convince him to unte the entire |
| | station Pennsula, as Canous cours was only on |
| | uniting the North. This proves that Gaza the use of |
| | Ganbaldi was a more important automa than |
| | Cavais advancements in Redmont as without |
| | Garbaldi, Cowar would not have unfud the |
| | enteur country. |
| | (on be seen as |
| | To Conclude Genbaldis use in influence is the |
| | most important hudutioning outcome in 1848-49. |
| | Charles Albert's Statuto was the only constitution |
| | troutine the revolutions, yet this was Alberts |
| | only real Success. Canar & Victor Emmanuel 11 |
| | exercia made precliment the industrial of economic |
| | center of Italy, yet would have only instead |
| | the North of Italy subhout Genbaldig inclu- |
| | ence meaning time improcation was only |
| | complète unon uch acubaldi. |
| i I | |

Supporting you

Teach Cambridge

Make sure you visit our secure website <u>Teach Cambridge</u> to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can <u>forward them this link</u> to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the OCR website.

Access to Scripts

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our website.

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, sign up here.

OCR Professional Development

Attend one of our popular professional development courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

ExamBuilder is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an **Interchange** account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

Find out more.

Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals (examined units only).

Find out more.

You will need an Interchange account to access our digital products. If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Online courses

Enhance your skills and confidence in internal assessment

What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

How can you access our online courses?

Access courses from <u>Teach Cambridge</u>. Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find available courses for your subject under Assessment - NEA/Coursework - Online courses. Click on the blue arrow to start the course.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this <u>link</u> and ask them to add you as a Teacher.

Access the courses **anytime**, **anywhere and at your own pace**. You can also revisit the courses as many times as you need.

Which courses are available?

There are **two types** of online course: an **introductory module** and **subject-specific** courses.

The introductory module, Building your Confidence in Internal Assessment, is designed for all teachers who are involved in internal assessment for our qualifications. It covers the following topics:

- · the purpose and benefits of internal assessment
- the roles and responsibilities of teachers, assessors, internal verifiers and moderators
- the principles and methods of standardisation
- the best practices for collecting, storing and submitting evidence
- the common issues and challenges in internal assessment and how to avoid them.

The subject-specific courses are tailored for each qualification that has non-exam assessment (NEA) units, except for AS Level and Entry Level. They cover the following topics:

- the structure and content of the NEA units
- the assessment objectives and marking criteria for the NEA units
- examples of student work with commentary and feedback for the NEA units
- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

How can you get support and feedback?

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on **support@ocr.org.uk**

For more information visit

- ocr.org.uk/qualifications/resource-finder
- ocr.org.uk
- **6** facebook.com/ocrexams
- **y** twitter.com/ocrexams
- instagram.com/ocrexaminations
- inkedin.com/company/ocr
- youtube.com/ocrexams

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.





Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please contact us.

You can copy and distribute this resource in your centre, in line with any specific restrictions detailed in the resource. Resources intended for teacher use should not be shared with students. Resources should not be published on social media platforms or other websites.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our Expression of Interest form.

Please get in touch if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.