

Examiners' report

A LEVEL

HISTORY A

OCR Level 3 Advanced GCE in History A

H505

For first teaching in 2015

Y207/01 Summer 2025 series

Contents

Introduction3

Paper Y207 series overview4

 Question 1 (a) (i) and (ii)5

 Question 1 (b)5

 Question 2 (a) (i) and (ii)6

 Question 2 (b)9

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 responses 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 [Teach Cambridge](#).

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 Y207 series overview

Y207 is one of twenty-four units in Paper 2 for the A Level examination for GCE History. This unit tests a coherent period of non-British History 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.

Most candidates chose to do Question 2, perhaps put off by the demands of Question 1(a) on Lutheran Church leaders, even though the term 'Lutheran church leadership' is in the Specification.

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 - 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 candidates discussed at least two issues in depth - comparatively evaluated their chosen factors in the essays - gave supporting detail which 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.	- 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 answer 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.

OCR support



You can find information on exam review webinars and other support events in **Training** on the horizontal menu within AS and A Level History A on [Teach Cambridge](#).

Question 1 (a) (i) and (ii)

1

(a) Which of the following contributed more to the spread of Lutheranism in the period from 1530 to 1555?

(i) Lutheran church leaders

(ii) German princes

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

[10]

This question was a challenge for many who attempted it, often writing very generally about church leaders, with the occasional mention of Luther and even more rarely, Melancthon. There were some stronger responses, and they were able to comment in more depth on Melancthon's importance, often citing the Augsburg Confession of 1530. Perhaps surprisingly few gave attention to Luther's Schmalkalden Articles of 1537. Responses were much more successful when assessing the role of German princes, although some did ignore the dates and wrote about the early contribution of Frederick the Wise in protecting Luther. Stronger responses were able to comment on the role of Philip of Hesse and Maurice of Saxony, but again precise examples were often treated in a superficial manner. The difficulty in assessing the role of Lutheran church leaders often resulted in either partial or uneven responses which limited candidates to Levels 3 or 4.

Assessment for learning



Make sure all aspects of the specification are taught in sufficient depth.

Question 1 (b)

(b)* 'The Ottomans were more successful than Charles V in the Balkans and Mediterranean in the period from 1520 to 1559.'

How far do you agree?

[20]

Most responses had a sound knowledge of events in the Balkans and Mediterranean but often did not address the precise demands of the question and instead explained why the Ottomans were successful, rather than whether they were more successful and the result was often a partial or unbalanced response. Stronger answers were able to weigh up Ottoman successes in both the Balkans and Mediterranean against the actions of Charles V, with some arguing that in the Balkans he was able to stop the Ottoman advance into Habsburg lands, using the example of the siege of Vienna to support the argument. – While others countered this by arguing that the Ottoman advance was stopped only because of the length of supply lines and other priorities. This however did provide a balance to responses and allowed access to the higher levels. It was more disappointing when candidates were unable to name precise battles and resorted to large-scale generalisations about developments. It would be fair to note that most found it more difficult to produce a balanced assessment of developments in the Mediterranean given the paucity of Charles' victories, but the more successful responses did argue that although the eastern Mediterranean was firmly under Ottoman control, it was less the case in the West. Unfortunately, there was less use of Charles' capture of the Greek towns of Coron and Patras or the capture of Barbarossa's fleet and Tunis to provide a balanced response, even if the overall judgement was that the Ottomans were more successful.

Question 2 (a) (i) and (ii)

2

(a) Which of the following was the greater success for the Habsburgs in their wars with France?

(i) The Treaty of Cambrai (1529)

(ii) The Treaty of Cateau-Cambrésis (1559)

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

[10]

There were many strong answers to this question, as seen in the example below. Candidates often displayed a good knowledge of both Treaties, particularly in terms of the territorial gains and losses at each, although this was much less apparent in less successful responses which often relied on generalisations. Responses did not just argue that Cateau-Cambresis was the greater success because it brought an end to the Habsburg-Valois wars but did offer the view that Cambrai was of greater importance as it allowed Charles time to focus on other issues in his Empire. The issue of Italy, particularly Milan dominated most responses with Francis forced to abandon his claim at Cambrai and ultimately give up completely at Cateau-Cambresis. Financial issues and personalities were also discussed and related back to the question, as was the wider context of issues facing Charles and these all resulted in some successful responses.

Exemplar 1

2	a.	Whilst both the Treaty of Cambrai in 1529 and the Treaty of Cateau-Cambrésis were beneficial to the Hapsburgs, overall the Treaty of Cambrai was more successful for the Hapsburgs as the peace was a necessary peace in a time of imperial crisis. On the one hand, the Treaty of Cateau-Cambrésis in 1559 was a great success for the Hapsburg Empire as it marked the end of the Hapsburg-Valois Wars, which had begun in the last century ^{century} in 1494. This had been one of the great aims of Charles V, so that he could relieve himself of European distractions and thus focus solely on the problem of growing Protestantism in Germany. However, although the Treaty was incredibly significant, it did in fact not alleviate any stress in Germany, as by 1559, Protestantism had become an accepted belief in Germany, demonstrated by the 1555 Religious Peace of Augsburg, whereby Charles V formally recognised the legitimacy of the Protestant reformation. Moreover, whilst the Treaty of Cateau-Cambrésis was indisputably a success, arguably it was almost inevitable as both Valois France and the Hapsburg Empire declared bankruptcy in 1557. Therefore, whilst the Treaty saw the achievement of a long-standing Hapsburg goal, it came at a time too late for it to be rendered truly useful. On the other hand, the Treaty of Cambrai in 1529 was a major success for Charles V and the
---	----	--

Hapsburg Empire, it being the longest-lasting truce between the two rulers during the whole warring period - seven years. The terms of the treaty dictated that Francis I should abandon his claims to both Italy and the Netherlands in exchange for Charles V abandoning his claims to Burgundy. This was overall a huge net gain for Charles, especially considering that he never had a genuine dynastic claim to Burgundy - he only had a greater emotional attachment. Additionally, the Treaty of Cambrai came at a crucial time for Charles V as the Ottomans had advanced to the gates of Vienna with a force of 100,000 men as well as the fact that the Colloquy of Marburg had exposed the weakness of the fragmented Protestant movement, which Charles V surely would have wanted to capitalise upon (shown by the 1530 Diet of Augsburg). Had the Treaty of Cambrai been non-existent, Charles V would not have had the breathing room to attend to his other European threats and perhaps the Hapsburg Empire would have suffered negative consequences.

To conclude, whilst both the Treaty of Cateau-Cambrésis and Treaty of Cambrai were fundamental successes of the Hapsburg Empire, I would argue that the Treaty of Cambrai was more successful as it permitted Charles V to

		focus his resources elsewhere, alongside the
		fact that he made a net territorial gain.
		Moreover, whilst the Treaty of Cateau-Cambrésis
		did signal the end of the war, it came at too
		late of a time to help any of Charles' other
		interests such as preventing the spread of
		Protestantism and defending Christendom.

Exemplar 1 is a good example of detailed knowledge being used and well-developed judgement, which resulted in it being placed in Level 6 at 9 marks.

Assessment for learning



Both factors should be treated equally, and candidates should make sure material is actually linked to the question and not simply write all they know about the two topics.

Question 2 (b)

(b)* 'German princes and cities were the most important factors in the development of the German Reformation 1517–1529.'

How far do you agree?

[20]

This question also produced a number of very strong responses, as seen in the example below. There were a number of common themes discussed in most essays and some of the supporting knowledge was particularly impressive. The named factor was usually given good coverage, with much attention given to Frederick and his seizure of Luther. The strongest answers weighed up the importance of Luther's 'capture' with the opportunity to develop his theology and the translation of the Bible and evaluated the importance of the two issues. Precise examples of cities were less abundant, but there was good knowledge of the role of the printing press and universities in the cities in the spreading of Luther's message, and again the strongest responses linked the printing press to Luther's message. Naturally, the role of Luther was given prominence, and the strongest responses compared his appeal to that of Huss and considered why Luther was more successful. At times, this led responses to consider the condition of the Papacy or the development of German nationalism and their roles in the developments, again linking the Papacy's handling of Luther and Luther's condemnation of the Peasant's War to its appeal to princes. Some responses also discussed the powers and problems facing Charles and argued that this, combined with the Papacy's handling, allowed Lutheranism to develop.

There was much that candidates could discuss, and examiners did not expect all issues to be considered.

Exemplar 2

2	b	The German Reformation was Luther's 95 Theses was are often argued to be the starting point of the German Reformation, which impacted many ^{most} parts of Germany. For a factor to be important in the development of the German Reformation, it would have had to help correct ^{protect} spread and embed Lutheran ideas through Germany, and not ^{and not} restrict Luther's ideas. Whilst German Princes and the cities were important factors, Luther's own publications and ideas were central to the development of the German Reformation. Yet he wanted this movement to be Grassian, and therefore meant that the Princes had the most control, though ^{though} many ^{many} did not and were most influential in spreading and enforcing Luther's ideas through developing and spreading Lutheranism, and the cities were most important in embedding the ideological work, meaning these two factors were the most important in the development of the German Reformation. It could be argued ^{argued} that ^{that} Princes are ^{were} the most important factor in the development of the German Reformation, as they were the ones in control of their state and were accepting of
---	---	--

Lutheranism. From the Diet of Worms in 1521, it was clear that the Princes were unhappy with the Catholic Church, as they submitted 102 Cases of Papal Abuses, and for many princes, like Philip of Hesse and John Frederick of Saxony, there was intrinsic reform within their state for ^{Lutheranism} ~~Reforms~~, making them one of the most important factors. The Princes fought to be granted religious concessions at the 1st Diet of Speyer in 1526, ^{against} ~~Cherles~~ and 6 signed a Protestation against the reaffirming of the Edict of Worms at the 2nd Diet of Speyer in 1529. Yet there were also princes who were only invested in the financial aspects, like Kasimir of Ansbach and Albrecht of Prussia, meaning there was little reform and they were less important in the development of the German Reformation. However, Frederick the Wise is arguably the most influential prince who was ~~the~~ a highly important factor in the development of the ~~Renaissance~~ German Reformation, as he kidnapped Luther on his way back from the Diet of Worms ^{in 1521} and took him to Wartburg Castle, meaning he could continue working without fear of being caught, including ~~of~~ translating the New Testament published in 1522. For this reason, the Princes were the most important factor in the development of the German Reformation, as they protected

Luther, enabling him to spread and disseminate his ideas, and not restricting his beliefs, and even Catholic ~~was~~ princes who didn't agree were happy to let it slide.

It could also be said that the cities were the most important factor in the development of the German Reformation, as due to the independent-mindedness, and interest in new ideas, this environment was ripe for ~~the~~ spreading Lutheranism. Imperial Cities such as Nuremberg were open to Lutheran ideas. Nuremberg became the 1st city to declare itself Lutheran in 1525, after ~~the~~ holding a public debate between the two sides, and therefore Lutheranism became more intrinsically established in the city. Cities like Nuremberg were more focussed on the financial gain, operating a "common chest" from 1523, but these ideas stemmed from Luther's works in the 1520s, spreading his ideas and being an important factor in the development of the German Reformation. Yet in cities there was also a greater number of people, meaning ideas spread faster, and more people were literate, so they had a greater understanding of Luther's works. Cities also had more educated clergy, and in

Strasbourg in 1523, only Lutheran ~~also~~ prints could be found to replace priest Matthew Zell. ~~They found~~ Cities were an important factor as they often had real structural change, embedding Luther's ideas into practise. Though they did not protect Luther, like the princes, they embedded Lutheranism into their way of life, which was the other necessity for the development of Lutheranism, meaning this factor is also equally important in the development of the German Reformation.

However, it could be argued that Luther himself was the most important factor in the development of the German Reformation, as he was the one writing and disseminating the ~~ideas~~ ~~ideas~~. It was his 95 theses that began the Reformation in 1517, and the three pamphlets in 1520 encouraged the Princes to become involved ^{(particularly the} Address to the Christian Nobility). He was a prolific writer, and used the abundance of printing presses in cities to saturate the market, such as in Wittenberg in 1525, where there were 300 editions of his work being published. ~~that~~ This helped ~~develop~~ ~~the~~ the development of the German Reformation as he was providing information to all of the other factors.

What also makes him an important factor was his debate skills, which made his arguments against the Catholic Church and Dr Eck in 1519 particularly convincing, helping the development of the German Reformation ^{as people became engaged in his ideas} even more. Yet, what makes it the less of an important factor is that whilst he did produce this material, it was the appetite in the cities for this information that helped the spread of ideas that helped develop the Reformation, and the willingness of the Princes to implement Lutheranism, or at least just use it for their own personal means and protect what helped the development of the German Reformation even more meaning this factor is of ~~the~~ less importance to the other two, as he needed the other factors for his development to happen.

Overall, the German Princes and the cities were the most important factors in the development of the German Reformation 1517-29 as they provided the two means necessary for Lutheranism to spread. The princes protected Luther, and allowed his ideas to run without being stopped, using it for personal gain, and the cities became focussed on the ideological

		changes in Catholicism, enabling more
		structural reform in Imperial cities. Therefore,
		though Luther came up with the ideas,
		he needed both cities and the princes to
		support his changes, hence why they
		are the most important factors in the
		development of the German Reformation.

Exemplar 2 was placed in Level 6 at 18 marks, showing evidence of a developed overall judgement and also some interim judgements, which if developed further would have helped take the response to the very top of the level.

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) 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 [forward them this link](#) 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 the exam paper builder platform for a range of our qualifications. [Find out more](#).

Free for all OCR centres with an Interchange account, it allows unlimited users per centre. We require an [Interchange](#) username to verify your centre's users for ExamBuilder.

If you do not have an Interchange account, please contact your centre administrator (usually the Exams Officer) to request a username.

Once you have an Interchange username, use the form on [this page](#) to sign up for ExamBuilder, or ask an existing user at your centre to create an ExamBuilder account for you.

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](#).

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 [Teach Cambridge](#). 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 the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this [link](#) 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?

We recommend all teachers complete the module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

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.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to resources.feedback@ocr.org.uk or visit our [feedback page](#) to learn more about how you can help us improve our resources.



Designing and testing in [collaboration with you](#) and your students



Helping young people develop an [ethical view of the world](#)



Equality, diversity, inclusion and belonging (EDIB) are [part of everything we do](#)

Contact the team at:

☎ 01223 553998

🖥 ocr.org.uk

To stay up to date with all the relevant news about our qualifications, register for email updates at ocr.org.uk/updates

Visit our Online Support Centre at support.ocr.org.uk



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

OCR is a Company Limited by Guarantee and an exempt charity. Registered in England. Registered office: The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number: 3484466.

We operate academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers.

We are committed to providing a fully accessible experience across all our products, platforms, and websites. Find out more about our [accessibility standards](#).

© OCR 2025. All rights reserved. We retain the copyright on all our publications. However, our registered centres are permitted to copy and distribute our material for their own internal use, in line with any specific restrictions detailed in the publication. Find out more about our [copyright policies](#).

We update our publications regularly so please check you have the most up-to-date version.

We cannot be held responsible for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and do not guarantee that any content on such websites is, or will remain, accurate or appropriate.

When we update our specifications, you'll see a new version number and a summary of the changes. While we do our best to reflect these changes in all associated resources on [Teach Cambridge](#), if you notice any discrepancies, please refer to the latest specification on our website and [let us know](#).

Our resources do not represent any teaching method we expect you to use. We cannot be held responsible for any errors or omissions in our resources.