

Examiners' report

A LEVEL

HISTORY A

OCR Level 3 Advanced GCE in History A

H505

For first teaching in 2015

Y110/01 Summer 2025 series

Contents

Introduction	3
Paper Y110 series overview	4
Section A overview	5
Question 1	5
Section B overview	7
Question 2*	7
Question 3*	8

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 Y110 series overview

Y110 is one of thirteen units in Paper 1 for the A Level examination for GCE History. This unit tests an extended period of History of about fifty years through an Enquiries or source-based question and a traditional essay question. The paper is divided into two sections. In Section A, candidates have to answer a compulsory source question based on four written primary sources. The question requires them to use all four sources to assess the validity of a view. In Section B, candidates are required to answer one essay question from a choice of two.

To do well on Section A, candidates need to be able to consider both provenance of the sources and apply contextual knowledge to them in order to reach a judgement about the sources in relation to the issue in the question. The judgement should be based on an evaluation of the reliability of the evidence given, not on the topic or contextual knowledge. To reach Level 6, a judgement should be made at the end of the analysis of each source, with an overall judgement in the conclusion.

To do well on Section B, 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. To reach Level 6 candidates should also make an overall judgement as well as interim judgements when assessing each factor.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- considered the provenance of the source(s) and used relevant contextual knowledge - clearly linked the contextual knowledge to the source being discussed to show whether the view of the source was valid or not - reached an overall judgement as to the extent to which the sources supported the view in the question - in answering the essay question candidates discussed at least two issues in depth - presented 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.	- did not consider both the provenance and use contextual knowledge to evaluate the sources - wrote an unbalanced answer in their treatment of the sources, with very little consideration of one of the sources - reached a judgement based on their knowledge rather than the sources - showed a poor understanding of the major issues relevant to the essay - were unable to support their answer with relevant material - did not focus on the precise wording of the question - made unsupported comments about issues which were 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](#).

Section A overview

There is one compulsory question in this section. This question requires candidates to critically assess evidence and reach judgements. The critical evaluation of sources is the central theme in this section with all marks given against AO2.

The Enquiry section in Paper Y110 is focused on whether economic reasons explained the emergence of Chartism.

Question 1

Peel and the Age of Reform 1832–1853

1 'Economic reasons explain the emergence of Chartism.'

Use the **four** sources in their historical context to assess how far they support this view. [30]

Many candidates demonstrated a very good understanding of the four sources and were able to produce a supported argument which considered the views in the question. Most were able to analyse the content of the four sources and reach a reasonable conclusion regarding those which agreed that economic factors were crucial to the emergence of Chartism and those that suggested other factors, including the lack of political representation, were more significant. Positively, many candidates were able to evaluate using both contextual knowledge and provenance, although where one of these was missing, answers stalled at Level 3 and below. Judgement continues to be an issue with good answers remaining in Level 4 due to a lack of judgement. In order to reach Level 5 there needs to be an overall judgement based on provenance and to achieve Level 6 there would also be judgements about each source, again based on provenance, after each source has been discussed. The chosen exemplar demonstrates an answer which reached Level 6 with a sophisticated judgement based on provenance.

In terms of the individual sources, most candidates dealt well with Source A with good contextual knowledge of the Northern Star as well as issues with universal suffrage. Some candidates made good use of the steer and were able to discuss Source A's provenance and candidates should be reminded to make use of the information provided in this important feature of the paper. Sources B and C were similarly treated reasonably well, with good knowledge of physical force Chartists seen in many responses as well as strong contextualisation of economic issues with weavers and in Lancashire in particular. Source D was largely treated well, although in terms of provenance many focused on the fact that the source was written with hindsight and was either reliable or unreliable because of this. Candidates might be reminded to look at purpose as a profitable way to evaluate the provenance of a source as they would be suitably rewarded by examining this for all sources.

Assessment for learning



Candidates should make sure that they are reaching a judgement about the sources using provenance in order to access Level 5 and Level 6 of the mark scheme. This can be clearly seen in the chosen exemplar.

Exemplar 1

		In the conclusion, the combination of all four sources align strongly with the claim that 'Economic reasons explain the emergence of Chartism'. Indeed, ^{source} passage A and ^{source} passage C are the most reliable sources because they are both issued by prominent chartists, meaning that they more accurately depict the motivations of Chartism than the beginnings of the movement.
--	--	---

		However, ^{source} passage D is not necessarily unreliable because it was the benefit of hindsight, but much like source B, fails to recognize that Chartists' supporters came on board with political and demands because they thought it would improve their economic situation. Also, source B is not very unreliable, containing redundant rhetoric and being written by a radical Chartist, discrediting the view that political demands motivated Chartists. Ultimately, the source A and C, outweigh the arguments of source B and D, and strongly support the view that Chartism emerged due to economic reasons.
--	--	--

Exemplar 1 shows a conclusion from a Level 6 response. It shows a sophisticated judgement based on provenance.

Section B overview

Candidates are required to answer one essay from a choice of two. Each question is taken from a different Key Topic and requires candidates to weigh up the importance of a range of factors or issues.

In Paper Y110, the candidates were asked to examine whether the impact of the French Revolution and radicalism brought Britain close to revolution in the 1790s or they were asked to assess the significance of Huskisson's trade and finance policies between 1823 and 1827.

Question 2*

British Government in the Age of Revolution 1783–1832

2* 'The impact of the French Revolution and radical threats brought Britain close to revolution in the 1790s.'

How far do you agree?

[20]

This was overwhelmingly the more popular of the two essay questions with most candidates having a good knowledge of the period. Less successful responses tended to include information from outside the scope of the question, with some candidates discussing events in the period after 1810 or before 1784 leading to passages of irrelevance. Better responses considered the impact of the French Revolution and examined the growth of radical groups such as the London Corresponding Society as well as the mutinies at Spithead and Nore as proof that revolution was a threat. In contrast most candidates could point to Pitt's 'Terror' as being proof that Britain was insulated against revolution and that it was never a threat, although better responses pointed to the fact that such reforms showed the government was taking the threat as serious. Some candidates pointed to the divisions within the radical groups as proof of their weakness. Other factors, such as the popularity of loyalism, were also seen but largely in the better responses.

Exemplar 2

		Overall, although there was a gro significant
		growth in radicalism in the 1790s, it would be
		wrong to suggest that the impact of the French
		Revolution and radical threats brought Britain close
		to revolution. This is because the radical movement
		was extremely fragmented, preventing it from posing
		a real threat and the government st passed
		strong legislation which successfully ensured that
		the radical threat decreased and Britain was saved
		from revolution.

Exemplar 2 is a response that demonstrates some judgement in the conclusion which put the response into Level 5. Judgements in the conclusion should be supported and are a key indicator of Level 5. Interim judgements are a good indicator of a Level 6 answer, as part of the well-developed and sustained line of reasoning that is required for that level.

Question 3*

- 3* How significant were the trade and finance policies of William Huskisson during the period from 1823 to 1827? [20]

Very few responses were seen on this topic. Many of these responses concentrated on using Huskisson's policies individually. These were evaluated for their significance and included, but were not limited to, the Repeal of the Combination Laws (1825) and subsequent amendment, and the Reciprocity Act (1823). Some responses chose to tackle the question by topic, and included international trade, railway development, and labour reform. Either approach was credited.

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.