

A Level History A

Unit Y314

The Challenge of German Nationalism 1789–1919

Sample Question Paper

Date – Morning/Afternoon

Time allowed: 2 hours 30 minutes



OCR supplied materials:

- 12 page Answer Booklet

Other materials required:

- None



* 0 0 0 0 0 0 *

First name										
Last name										
Centre number										
Candidate number										

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer Question 1 in Section A and any 2 questions in Section B.
- Write your answer to each question on the Answer Booklet
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **4** pages.

Section A

Read the two passages and then answer Question 1.

- 1 Evaluate the interpretations in both of the two passages and explain which you think is a more convincing explanation of the role of nationalism in the Unification of Germany.

[30]

Passage A

At the time the Prussian military victories were regarded as proof of the strength of nationalism and by a strange chain of reasoning Bismarck himself was decked out as a national enthusiast. In fact German nationalism had little more to do with the victories of 1866 and 1870 than those of 1813. In 1866 German national feeling, in so far as it existed, was almost united against Prussia. National wars were fought by a Prussian officer class for whom national feeling was repugnant. The Prussian soldiers brought the irresistible feeling of the crusaders. But in what cause? In nothing higher than the cause of conquest. German nationalists had long regarded the weakness of Germany as evidence of their lack of freedom; therefore if Germany were powerful, Germans would automatically be free. Dispirited by the political failures of the nineteenth century, the Germans sought freedom in the conquest of others. The Germans, it was argued, were merely conquering France as, seventy years before, Napoleon had conquered Germany, but Napoleon's armies marched under the banner of an idea, the German army had none. Prussia for the sake of Prussia; Germany for the sake of Germany; ultimately world power for the sake of world power: such was the creed of the new crusaders.

Adapted from: A.J.P. Taylor, *The Course of German History*, published in 1945

Passage B

Bismarck received gratifying demonstrations of support for the national cause from southern Germany. Particularism and distrust of Prussia were swept aside on the flood of patriotic exaltation that welled up in all parts of the nation in July 1870. In face of what was believed to be a premeditated French assault motivated by arrogance and envy, who could stand idly by? There was no hesitation about carrying out the terms of military treaties concluded with Prussia in 1866, and army reservists rallied to their units with enthusiasm. Thanks to the promptness of the response 1,830,000 regulars and reservists passed through German barracks within a period of eight days. Within a few days the annexation of Alsace and Lorraine was being widely discussed in the country, especially in southern Germany where a threat of French invasion recalled the history of French aggression since the days of Louis XIV in the seventeenth century and encouraged determination to end it once and for all by acquiring protection. Bismarck could not ignore this popular clamour but it did not determine his policy which had been for annexation from the first. After the French defeat, a fair percentage of Germans thought that it was a natural reward for German moral and cultural excellences. One could compose a reasonably plausible argument that the German Empire of 1871 was the creation of the German people, or at least the Reich would never have come into being if it had not been for the persistent and growing popular desire for unification.

Adapted from: G. Craig, *Germany 1866–1945*, published in 1978

Section B

Answer **TWO** of the following three questions.

2* 'Bismarck's appointment as minister president of Prussia in 1862 was the most important turning point in the course of German nationalism.' How far do you agree with this view of the period from 1789 to 1919?

[25]

3* Assess the view that the German nation was just as divided from 1871 to 1919 as it was from 1789 to 1870.

[25]

4* Assess the impact of industrialisation on the development of German nationalism in the period from 1789 to 1919.

[25]

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SPECIMEN

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...day June 20XX – Morning/Afternoon

A Level History A

Unit Y314 The Challenge of German Nationalism 1789–1919

MARK SCHEME

Duration: 2 hour 30 minutes

MAXIMUM MARK 80

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning

12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
Level 5 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
Level 4 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
Level 3 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
Level 2 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
Level 1 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

Section A

Question	Answer	Marks	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is a more convincing explanation of the role of nationalism in the Unification of Germany.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that nationalist ideals had less to do with unification than militarism, and conquest for its own sake, and that nationalist feeling was anti-Prussian. The passage says that nationalism had little to do with the victories of 1866 and 1870 and that Bismarck had merely been ‘decked out’ as a nationalist. • In evaluating Interpretation A, answers might argue that this is valid. Bismarck referred to nationalism as a ‘swindle’ and his policies were to enlarge Prussia as was evident in the constitution and nature of the empire. • Answers might argue that Interpretation A is however, too sweeping in seeing conquest for its own sake and reading back too much from a later period. There had been considerable national feeling brought about by the victories of 1866 and by organizations like the National Society and, more importantly, by cultural nationalism in interest in national music and literature. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that the unification of 1871 was very influenced by popular support, as evidence for the rapid implementation by South Germany of its treaty obligations; and note that it mentions high levels of support by people in South Germany in support of this claim for persistent and growing popular desire for unification. • In evaluating Interpretation B, answers might argue the view is valid because it is supported by evidence for South German support in the context of historical fears about France. Napoleon III had been giving rise to concern since 1866 by the Luxemburg issue and by the Spanish Marriage issue. The prestige of Prussia and the nationalist ideal had been boosted by the victory of 1866 and by the ending of opposition to Bismarck by the National Liberals. • Answers might argue that Interpretation B is however dismissive of concerns in the largely Catholic south of the implications of joining with the Protestant North and also about concerns about Prussian militarism and the ruthlessness of Bismarck. 		

Section B

Question	Answer	Marks	Guidance
2*	<p>‘Bismarck’s appointment as minister president of Prussia in 1862 was the most important turning point in the course of German nationalism.’ How far do you agree with this view of the period from 1789 to 1919?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that Bismarck had a significant impact on events between 1862 and 1870. • Answers might consider that it was his military reforms that brought about victory in the 1860s. • Answers might consider that it was his diplomacy that allowed Germany to emerge victorious. • Answers might consider that it was his vision that resulted in a Prussian dominated Germany. • Answers might consider that it was vision of a Kleindeutschland that emerged with the war and exclusion of Austria. • In challenging the hypothesis in the question, it might be argued that the Revolutionary Wars and Wars against Napoleon were more important in creating a sense of Germany and cultural nationalism. • Answers might consider that the victories in the wars of 1860 were more important as they allowed Prussia to dominate. • Answers might consider that Kaiser Wilhelm II was more important, as he removed Bismarck. • Answers might consider that it was the aggressive nationalism of Kaiser Wilhelm that was more important, as it ended peaceful developments and resulted in the 	25	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer	Marks	Guidance
	<p>First World War.</p> <ul style="list-style-type: none"> Answers might consider that it was defeat in the First World War that was the most important as it united Germany against Versailles to a greater extent than other developments. 		
3*	<p>Assess the view that the German nation was just as divided from 1871 to 1919 as it was from 1789 to 1870.</p> <ul style="list-style-type: none"> In supporting the hypothesis in the question, it might be argued that as it was a Kleindeutschland, it did not include all German peoples and was therefore just as divided. Answers may consider the exclusion of Austria from the Unification and compare that with the exclusion from the Zollverein. Answers might consider issues such as the Kulturkampf and the growth of socialism to show that Germany was just as divided in the later period. Answers might consider that the new Germany was still dominated by elites, as had the old areas of Prussia with the Junkers. Answers might consider the cultural and religious divisions that remained through the period. In challenging the hypothesis in the question, it might be argued that the creation of the Dual Alliance and later support given to Austria in 1914 showed Germany was not as divided in the later period. Answers might consider that physically Germany was more united in the later period, given the territorial boundaries. 	25	<ul style="list-style-type: none"> No set answer is expected. At higher levels answers might establish criteria against which to judge. To be valid, judgements must be supported by relevant and accurate material. Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • Answers might consider whether Germany was united under Napoleon and the creation of the Confederation of the Rhine. • Answers may consider the creation of the Confederation with the Diet after the Napoleonic Wars or after the early wars. • Answers might consider that Germany was more united in the later period because of radical nationalism and patriotic support for 1914. 		
4*	<p>Assess the impact of industrialisation on the development of German nationalism in the period from 1789 to 1919.</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that the role of the Zollverein was crucial. • Answers might consider the link between Prussia's growing economic power and its pivotal role in the creation of the German Empire. • Answers might consider the importance of the development of railways. • Answers might consider how economic developments paved the way for military victories in the 1860s. • Answers might consider the limiting effects of economic developments on nationalism, such as the exclusion of Austria from the Zollverein. • In challenging the hypothesis in the question, it might be argued that the role of German nationalists and individuals, such as Bismarck and Wilhelm II were more important. 	25	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none">• Answers might consider how industrialisation created urbanisation and socialism which gave an alternative focus to nationalism.• Answers might consider the importance of a populist foreign policy under Wilhelm II.• Answers might consider the impact of the growth of a radical nationalism and its negative impact as Germany entered the First World War.• Answers might consider the impact of cultural factors.		

Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1			30	30
2/3/4	50			50
Totals	50		30	80