

GCE

History A

Unit **Y251/01**: Democracy and Dictatorships in Germany
1919–1963

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2016

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
SC	Simple comment
	Unclear
V	View

1. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix
2. Here is the mark scheme for this question paper.

Question	Answer/Indicative content	Mark	Guidance
1*	<p>How successfully did Hitler impose Nazi ideals on the German people?</p> <p>In arguing that Hitler was successful in imposing Nazi ideals on the German people, Answers might consider the lack of opposition there was to Nazi rule.</p> <ul style="list-style-type: none"> • Answers might consider the numbers who joined the Hitler Youth. • Answers might consider the success of propaganda in imposing Nazi ideals and refer to Goebbels and his management of the press and radio. • Answers might consider the support given to the regime at the outbreak of war. • Answers might consider the establishment of the Volksgemeinschaft. <p>In arguing that Hitler was not successful in imposing Nazi ideals,</p> <ul style="list-style-type: none"> • Answers might consider that the regime never had majority support in elections. • Answers might consider that the regime depended upon terror rather than popular support. • Answers might consider that there was not support for the racial policy. • Answers might consider that there was opposition in the form of Communists, the Church, the youth and army. 	30	<ul style="list-style-type: none"> • No set answer is expected • At level 5 there will be judgement as to the extent of success • At Level 5 answers might establish criteria against which to judge success. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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/Indicative content	Mark	Guidance
2*	<p>To what extent was Adenauer responsible for the recovery of West Germany in the 1950s?</p> <p>In arguing that Adenauer was responsible,</p> <ul style="list-style-type: none"> • Answers might consider that he was able to put together a coalition in 1949 and 1953 and provide the new country with stability. • Answers might consider the economic growth and stability that took place during his premiership. • Answers might consider his handling of the ‘German question’ and the building up of trust with the west. • Answers might consider the social policy that Adenauer followed that helped to create social unity. <p>In arguing that Adenauer was not responsible, Answers might argue that the economic recovery was due to Erhard who put into practice the ‘social market economy’.</p> <ul style="list-style-type: none"> • Answers might consider the importance of the Korean War in stimulating economic growth. • Answers might consider the importance of loans from the USA. • Answers might consider the importance of the constitution and the disappearing opposition. • Answers might consider the social changes that led to a concentration on material life from a population that was fed up with ideology and militarism. 	30	<ul style="list-style-type: none"> • No set answer is expected • At level 5 there will be judgement as to the extent to which Adenauer was responsible • At Level 5 answers might establish criteria against which to judge the relative importance of reasons for recovery. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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/Indicative content	Mark	Guidance
3	<p>Read the interpretation and then answer the question that follows:</p> <p>‘During this period [the 1920s] the parliamentary and political system in Germany failed to make any real progress. It just coped as best it could. Government carried out its work but with only limited success.’</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations</p> <p>The historical debate is based around the extent to which the political system of the Weimar republic was a success in the 1920s. The debate centres on whether the period saw any evidence of growing political stability after the establishment of a new form of government at the end of the First World War.</p> <p>In analysing the strengths and limitations of the interpretation, answers might consider whether there was any evidence of political stability in Germany in the 1920s.</p> <p>In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The short life of most coalitions during the 1920s. • The presence in government of anti-democratic parties. • President Hindenburg was an opponent of the Republic and democracy. • The turnout during elections declined. • The growth of fringe parties. • The civil service and judiciary was still largely pro-Kaiser. 	20	<ul style="list-style-type: none"> • No set answer is expected. • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and the evaluation of the interpretation should be considered when assigning answers to a Level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of evaluation and analysis of the given interpretation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however, for Level 5 there should be well-supported evaluation of both, in line with Levels descriptors. • Candidates are not required to construct their own interpretation.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • The fall of governments over the flag and religious schools. <p>In analysing and evaluating the limitations of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The decline in the number of seats won by the Nazis and Communists during the 1920s. • The decline in attempts to overthrow the system from both the left and right wing. • The restoration of law and order. • The work of the Grand Coalition. <p>Other interpretations that might be used in evaluation of the given interpretation are:</p> <ul style="list-style-type: none"> • Interpretations focusing on success in foreign policy. • Interpretations focusing on success in economic recovery, although that might be challenged. • Interpretations that focus on improvements in social policy – working hours, pensions. • Interpretations that focus on the achievements of the Golden Age, which won support for the regime. 		

APPENDIX 1 – this contains the generic mark scheme grids

	<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 A, Questions 1 and 2: Essay [30]
Level 5 25–30 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. 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 19–24 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. 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 13–18 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 7–12 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. 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 1–6 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<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 B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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