

GCE

History A

**Unit : Y314/01 The Challenge of German Nationalism 1789 -
1919**

Advanced GCE

Mark Scheme for June 2017

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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
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Continuity/Change
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Synthesis
	Unclear
	View

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation for the development of the policy of Weltpolitik</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that the changes in 1897, the role of the Kaiser and his ministers, but most importantly forces such as industrialization and the ideology of nationalism were responsible for Weltpolitik.</p> <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that the emergence of pressure groups, particularly in support of naval development (Navy League) was important. • Answers might argue that Germany began to look for a 'place in the sun', to acquire colonies both for raw materials and as a market. • Answers might argue that the growth of organisations, such as the Pan German League show there was popular support for such a policy. • Answers might argue that it appealed to both middle and lower class and therefore helped to heal divisions in society. • Answers might argue that the appointment of von Tirpitz was important. <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that fear of British protectionism and the power of the military was important</p>	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

		<p>In evaluating Interpretation B,</p> <ul style="list-style-type: none">• Answers might argue that the growth of the navy was a sign of the importance of the military.• Answers might argue that interpretation B is valid as Tirpitz was appointed naval secretary.• Answers might argue that interpretation B is valid as there was a large amount of money spent on the armed forces.• Answers might argue that interpretation B is valid as Germany looked to gain influence in turkey with the construction of the railway.• Answers might argue that interpretation B is valid because German economic influence was extended and some limited land was gained in China and the Pacific.		
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2*		<p>Mark Scheme Section B</p> <p>‘The aims of German nationalism remained the same throughout the period from 1789 to 1919.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that throughout the period some nationalists wanted to include Austria in the Reich.</p> <ul style="list-style-type: none"> • Answers might consider that economic nationalism was an aim throughout the period. • Answers might consider that territorial unity was an aim throughout the period. • Answers might consider the concept of cultural nationalism. <p>In challenging the hypothesis in the question, it might be argued that there were divisions over Grossdeutschland and Kleindeutschland.</p> <ul style="list-style-type: none"> • Answers might consider that a more radical form of nationalism developed at the end of the period. • Answers might consider that a new form of nationalism based on world power emerged at the end. • Answers might consider whether the aims of the Second Reich were different from the earlier period. • Answers might consider that Bismarck’s aims were different from others. • Answers might consider that there was a change in the aims from liberal or constitutional nationalism in 1848. 	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.
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<p>3*</p>	<p>How far do you agree that industrial developments hindered rather than helped the development of German nationalism in the period from 1789 to 1919?</p> <p>In supporting the hypothesis in the question, it might be argued that the economic strength of Prussia allowed it to exclude Austria from the Zollverein.</p> <ul style="list-style-type: none"> • Answers might consider that Prussia’s economic strength enabled it to exclude Austria from Germany. • Answers might consider that economic growth caused urbanization and socialism which had aims other than nationalism. • Answers might consider that socialism gave the working class an alternative to nationalism and patriotism. <p>In challenging the hypothesis in the question, it might be argued that the Zollverein helped to develop Prussia’s economic strength and leadership.</p> <ul style="list-style-type: none"> • Answers might consider that economic strength aided Prussian military victories in 1864, 1866 and 1870. • Answers might consider that military strength depended upon industrialization – coal and iron, rather than blood and iron. • Answers might consider that the Kaiser tried to counter the socialist threat by a popular policy of Weltpolitik. 	<p>25</p>	<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.
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4*		<p>The most important reason why Germany was never truly united in the period from 1789 to 1919 was the dominance of Prussia.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that it was Prussian economic growth that allowed it to exclude Austria from the Zollverein.</p> <ul style="list-style-type: none"> • Answers might consider that it was Prussian economic power that allowed it to exclude Austria from Germany. • Answers might consider the role played by Prussia in the 1860s in forging the new Germany. • Answers might consider that the Empire of 1871 was little more than an enlarged Prussia. • Answers might consider that the German Empire was dominated by Prussia. • Answers might consider that it was Prussian militarism that led to the disaster of the First World War and subsequent divisions. <p>In challenging the hypothesis in the question, it might be argued that cultural factors limited unity.</p> <ul style="list-style-type: none"> • Answers might consider that Prussia helped in creating unity. • Answers might consider that industrialization after 1871 created divisions with the emergence of a more radical working class. • Answers might consider that it was religious factors, with a Catholic south and Protestant north that limited unity. • Answers might consider the social divisions and aims of different social groups that limited unity. 	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.
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APPENDIX 1 – this contains the generic mark scheme grids

	<i>A03: 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	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very

1 1–4 marks	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.

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