

GCE

History A

**Unit : Y221/01 Democracy and Dictatorships in Germany 1919
- 1963**

Advanced GCE

Mark Scheme for June 2018

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2018

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
P	Provenance
SC	Simple comment
	Unclear
V	View

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following had a greater impact on the German economy in the years 1933-39?</p> <p>(i) Nazi policies to reduce unemployment (ii) Rearmament</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with policies to reduce unemployment, answers might consider the very high level of unemployment inherited by the Nazis and the relatively positive picture by the end of the period. • Answers might consider the wider economic benefits of reduced unemployment. • Answers might also consider the limitations to the reduction in unemployment and the fact that it was in part a consequence of investment in the war economy. • In dealing with rearmament, answers might consider the investment made in manufacturing industries and food production. • Answers might consider employment opportunities which rearmament created. • Answers might also consider the fact that the impact of rearmament was not fully realised until the end of the period in question, and also the significant financial investment required. 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to the German economy 1933-39. • Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable. • 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 marks scheme.

Question	Answer/Indicative content	Mark	Guidance
(b)*	<p>“Hitler’s appointment as Chancellor of Germany in 1933 was due more to the weaknesses of his opponents than Nazi strengths.” How far do you agree?</p> <p>In arguing that the weaknesses of opponents were to blame, answers might consider:</p> <ul style="list-style-type: none"> • The failure of left-wing opposition to effectively combat the Nazis, including the SPD and the German Communist Party. • The failure of right-wing opposition to establish themselves as a credible alternative to Nazism. • Long-term popular dissatisfaction with the Weimar Government. • The impact of the Great Depression in undermining the credibility of the Weimar Government. • The actions of Hindenburg, Bruning, Von Papen and Von Schleicher in enabling Hitler to take power. <p>In arguing that Nazi strengths were more significant, answers might consider:</p> <ul style="list-style-type: none"> • The charisma and leadership skills of Hitler. • The importance of Nazi propaganda. • The popularity of Nazi policies amongst many social groups, resulting in electoral victories. • The role of violence and intimidation, the SS and SA. • The effectiveness of Nazi organisation in generating local support. • The role of other Nazi leaders such as Goebbels in generating support for the Party. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how successful’, but at Level 4 may simply list successes and failures. • At Level 5 and above there will be judgement as to the relative importance of the extent of success/failure in different areas. • At higher levels candidates 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	(a)	<p>Which of the following had a greater impact on German civilians in the years 1939-45?</p> <p>(i) The policy of ‘Total War’ (ii) Allied bombing</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with ‘Total War’, answers might consider changes in employment policies including the employment of women and the use of forced labour. • Answers might consider rationing and the decline in standard of living. • Answers might also consider the impact of Total War to be more economic than social, and to represent a continuation in privations for the civilian population. • In dealing with Allied bombing, answers might consider the significant human cost of Allied air raids. • Answers might consider the cultural, propaganda and morale implications of bombing. • Answers might also consider whether Allied bombings simply exacerbated existing difficulties for the civilian population, rather than causing them. 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to the impact of war on German civilians 1939-45. • Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable. • 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 marks scheme.

Question	Answer/Indicative content	Mark	Guidance
(b)*	<p>“The policies of the government of the German Democratic Republic transformed East German society in the years 1949-63”. How far do you agree?</p> <p>In arguing that society was transformed, answers might consider:</p> <ul style="list-style-type: none"> • Collectivisation and its impact. • The impact of policies on the middle classes and their ‘squeezing out’. • Upward social mobility for those from working class and peasant backgrounds. • Changes in the role of women. • The role played by mass organisations in indoctrinating people into a socialist mindset and behaviour and in creating cultural and leisure opportunities. • Changes in education and the role of youth organisations in indoctrinating young people. • The physical development of new towns and urban spaces to promote socialist ways of life. • Changes in the standard of living. • Attacks on the German Churches. <p>In arguing that change was limited, answers might consider:</p> <ul style="list-style-type: none"> • The limited change to standard of living, arguably even a regress in this area as compared to the Nazi era; the growing focus on consumerism as representing an acceptance of continuity of old norms. • The fact that the old middle classes were simply replaced by a ‘socialist intelligentsia’. • The limited impact of investment in new towns and urban developments. • Arguable continuity from the Nazi era in the role 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the successes. • At Level 5 and above there will be judgement as to the relative importance of the various successes. • At higher levels candidates might establish criteria against which to judge the successes. • 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
	<p>played by mass organisations.</p> <ul style="list-style-type: none">• The fact that surveillance, the militarisation of society and lack of political freedom represents continuity with the Nazi era.• Resistance and migration, which indicated that 'hearts and minds' were not won over by the regime.• Alternative youth culture, which marked a lack of impact of GDR policies amongst many young people.		

	<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 Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<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 Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. 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 13–16 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 10–12 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 7–9 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 4–6 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 1–3 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.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2018

 **Cambridge
Assessment**

