

GCE

History A

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

Advanced GCE

Mark Scheme for June 2018

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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
	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

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	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation for the lack of national feeling among the Southern states in the period between 1867 and 1870.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that the rulers were popular, there was wide suffrage, but most importantly they were divided from the north by religion. • In evaluating Interpretation A, answers might argue that Catholicism was much stronger in the south than the north. • Answers might argue that it was only the success of the war against France that created patriotism and national feeling. • Answers might argue that the southern states wanted to protect their privileges. • Answers might argue that religious feeling was particularly strong in Bavaria, where over 70% were Catholic and 64% in Wurttemberg. • Answers might argue that 5 out of 9 million inhabitants in the south were Catholic. • Answers might argue that the view is invalid because after the victory against Austria there was nationalist support, but this was temporary further supporting the view. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that particularism was strong in the south and there was fear of Prussian dominance, militarism and the economic consequences, as well as religious issues. 	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/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue that there were concerns in the south about the scale of spending on the military and the growth of militarism. • Answers might argue that interpretation B is valid as Prussia's economic strength and political might would allow it to dominate. • Answers might argue that interpretation B is valid as many in the south had more association with Austria and therefore the idea of Grossdeutsch. • Answers might argue that interpretation B is valid as Prussia dominated the Zollverein and would use its economic power to disadvantage the south. • Answers might argue that interpretation B is valid because Prussia had involved the south German states in the Zollparlament. 		
2	<p>To what extent did German nationalism lack popular appeal 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 in the early period romantic nationalism lacked popular appeal because of its intellectual nature. • Answers might consider that the growth of socialism among many workers is an indication that nationalism was not popular. • Answers might consider that nationalism was divided between Grossdeutsch and Kleindeutsch. • Answers might consider that many simply saw unification as the domination of Prussia. • Answers might consider that in 1848 nationalism was limited to the middle class and liberals who wanted a constitution. 	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/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • In challenging the hypothesis in the question, it might be argued that even at the end of the First World War the Freikorps gained mass support. • Answers might consider that nationalism was popular during times of war in 1864, 1866, 1870 and 1914. • Answers might consider that Wilhelmine Germany created mass nationalism through its policy of Weltpolitik and with pressure groups, such as the Navy League. • Answers might consider whether a populist foreign policy under Kaiser Wilhelm II made nationalism popular. • Answers might consider that there was mass appeal following the invasions of Napoleon. 		
3	<p>How far was the development of German nationalism in the period from 1789 to 1919 dependent upon economic forces?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that the impact of the Zollverein after 1834 was important in developing nationalism. • Answers might consider that the economic strength of Prussia was important in developing nationalism and providing leadership. • Answers might consider that economic developments paved the way for military victories. • Answers might consider that it was ‘Coal and Iron’ rather than ‘Blood and Iron’ that unified Germany. • In challenging the hypothesis in the question, it might be argued that skillful leadership was important in unifying Germany. • Answers might consider that cultural and 	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/Indicative content	Mark	Guidance
	<p>intellectual ideas were important in the early stages of German nationalism.</p> <ul style="list-style-type: none"> • Answers might consider that the events of 1848-9 were important. • Answers might consider that political factors were important in developing nationalism. • Answers might consider that Bismarck's international diplomacy was important. 		
4	<p>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 the war with Austria in 1866 divided Germany. • Answers might consider that war over Schleswig Holstein created animosity with Austria. • Answers might consider that the Napoleonic Wars did little to help to unity. • Answers might consider that the First World War resulted in loss of German lands and therefore divided it. • Answers might consider that the military dominance of Prussia created divisions and concerned other states. • In challenging the hypothesis in the question, it might be argued that victory against France united the south with the north. • Answers might consider that victory over Austria created nationalist feeling in the south. • Answers might consider that in 1914 there was popular support for the war. • Answers might consider that even when defeated in 1918 there was still support for groups such as the Freikorps. 	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.

APPENDIX 1 – this contains the generic mark scheme grids

	<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.

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