

GCE

History A

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

Advanced Subsidiary GCE **H105**

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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Section A

Question	Answer/Indicative content	Mark	Guidance
1*	<p>“Germany’s economic problems explain the appeal of Hitler in the years 1929 to 1933.” How far do you agree?</p> <p>In arguing that economic problems were the main reason for the appeal of Hitler, answers might consider:</p> <ul style="list-style-type: none"> • The failure of the Weimar Republic over its lifetime to create a sustainable and prosperous economy or to provide adequate welfare for its citizens at times of need, leaving people open to promises of improvement in these areas. • The core of Nazi support amongst the middle classes, who had been most affected by the impact of World War One and the early economic problems of the Weimar Republic. • The severe impact of the Great Depression from 1929 onwards, the time at which Nazi support grew most quickly. • The impact of economic problems on creating support for communism, which ultimately worked in Hitler’s favour. <p>In arguing that other reasons were more important, answers might consider:</p> <ul style="list-style-type: none"> • Hitler’s own personal charisma and his promotion of the Fuhrerprinzip to promote loyalty to a single, strong leader. • The importance of Goebbels and propaganda in winning support for Hitler and Nazi policies. • Hitler’s racial policies and his scapegoating of Jews for the problems of Germany. • The intense fear of communism amongst many sectors of German society, which Hitler and the Nazis promised to defeat; the use of the SA and the image it created of a party able to restore social order. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative importance of the reasons. • At level 5 answers might establish criteria against which to judge the relative importance of the reasons. • To be valid, judgements 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.

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	<ul style="list-style-type: none"> Hitler and the Nazi's socially conservative outlook, which appealed to many concerned about moral degeneracy under the Weimar Republic. Hitler's positive and ambitious messages about foreign policy and his promises to reverse the terms of the hated Treaty of Versailles. 		
2.*	<p>The SS was the most important means of maintaining Nazi control of the population in the years 1933-39.” How far do you agree?</p> <p>In arguing that the SS was the most important means of maintaining Nazi control, answers might consider:</p> <ul style="list-style-type: none"> The total loyalty of the SS to Hitler and their intense ideological commitment to the regime. The assumption of the SS of all intelligence and espionage work, followed by oversight of the Gestapo and all police from 1936. The role of the SS Deaths Head Units in running and administering concentration camps to deal with opposition. The growing number of armed regiments of the SS which could be used as a 'strike force' against particular threats. The role of the SS in enforcing policies against Germany's 'racial enemies'. <p>In arguing that other factors were more important, answers might consider:</p> <ul style="list-style-type: none"> The importance of political changes, particularly the Enabling Act, in giving the Nazis unopposed political control of Germany and total freedom in policy-making. The role of the SA in enforcing Nazi rule, policies and customs through local, low-level violence at a community level. 	30	<ul style="list-style-type: none"> No set answer is expected. At Level 5 there will be judgement as to the relative importance of the various means of control. At level 5 answers might establish criteria against which to judge the relative importance of the means. To be valid, judgements 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.

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	<ul style="list-style-type: none"> • The role of the Gestapo in monitoring the loyalty of the population and acting swiftly against dissent; the creation of a climate of fear which promoted conformity. • Nazi control of the law courts and the importance of this in ensuring that sentences favourable to the Party were imposed on criminals and opponents of the regime. • The importance of propaganda and control of the media in achieving buy-in amongst the population for Nazi rule and policies. • The role of social organisations for youth, workers and women to indoctrinate the population into support for the regime. • Nazi cooperation with many of the German Churches. 		
3.	<p>Read the interpretation and then answer the question that follows:</p> <p>“Stalin’s blockade of Berlin between June 1948 and May 1949 must be seen as a desperate attempt to prevent the currency reform in the Western Zone and thus the economic... division of Germany.”</p> <p>From: JKA Thomanek and B. Niven, <i>Dividing and Uniting Germany (The Making of the Contemporary World)</i>, (2009)</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p> <p>The historical debate raised here centres on reasons for Stalin’s decision to blockade Berlin in 1948-9.</p>	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 evaluation of the interpretations 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 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 and for level 4 supported evaluation of both, in line with levels descriptors.

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	<p>In analysing and evaluating the strengths and weaknesses of the interpretation, answers might note that the interpretation identifies currency reform as the main reason for Stalin's actions, and that he feared the ultimate economic division of Germany. Answers might note the characterisation of the blockade as a 'desperate attempt', implying a degree of panic as a result of earlier failures to control Allied policy.</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"> • Long-term Soviet opposition to currency reform and the economic rebuilding of Germany. • The unilateral decision by the Allies to introduce a new currency for the West, forcing Stalin to follow suit, and posing particular problems about the currency of Berlin. • The threat posed to the Soviet model of economic development of East Germany if Bi/Trizonia were to benefit from currency reform and a capitalist model of development. • The timing of currency reform, occurring right before the Blockade, indicating it was at the very least a major trigger. • The actions of the allies in moving quickly towards a more united and prosperous West Germany with limited consultation with Stalin, leading to fear and frustration. <p>In analysing and evaluating the weaknesses of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • Long-standing disagreements between Stalin and the Allies over the future of Germany, which were reaching a head by 1948 		<ul style="list-style-type: none"> • Candidates are not required to construct their own interpretation.

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	<ul style="list-style-type: none"> • Political threats to Stalin and the East because of the Allied decisions to combine zones without consultation and the moves to draft a new constitution for a united West Germany. • The problem of Marshall Aid, which was accepted by the Allied zones but which Stalin did not accept in the Eastern zone. • The specific difficulties of the location of divided Berlin, located in the Soviet zone, and Stalin's aspiration to take total control of Berlin. • Stalin's own provocative actions, indicating he was far from 'desperate', for example the rumours circulating he was planning to issue an East German currency prior to the decision to issue a West German one; his blocking of Marshall Aid and searches of traffic in from the West to the East. <p>Other interpretations that might be used in evaluation of the given interpretation are:</p> <ul style="list-style-type: none"> • Interpretations which see the decision to blockade as an act of aggression on Stalin's part, rather than a 'desperate' response to Allied actions, and/or the blockade as the culmination of a period of Soviet aggression and ambition. • Interpretations which see the blockade as being largely provoked by Allied actions, but having political roots rather than exclusively economic ones. 		

APPENDIX 1 – this contains a generic mark scheme grid

	<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>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 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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