



GCE

History A

Y251/01: Democracy and dictatorships in Germany 1919-1963

Advanced Subsidiary GCE

Mark Scheme for June 2019

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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
P	Provenance
SC	Simple comment
	Unclear
V	View

Here is the mark scheme for this question paper.

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1*	<p>How complete was Nazi control of Germany by the end of 1934?</p> <p>In arguing that Nazi control of Germany was complete, answers might consider:</p> <ul style="list-style-type: none"> • The successful, rapid move against opposition after the Reichstag Fire of Feb 1933. • The suspension of parliamentary rule, banning of all other political parties and, after the death of Hindenburg, vesting of all political authority in Hitler. The August referendum had given overwhelming support to the Nazis merging the posts of Chancellor and President • The move to create People's Courts in 1934, to establish control of the law and justice system. • The process of <i>Gleichschaltung</i>, which, by the end of 1934, had already brought the states and local political organisations and trade unions under Nazi control. • The importance of the SA and SS in ensuring Nazi control. • The role that Nazi propaganda had already played in creating loyalty to the party and disseminating Nazi messages. <p>In arguing that the Nazis did not have complete control, answers might consider:</p> <ul style="list-style-type: none"> • The fact that while Hitler was officially head of the army by the end of 1934, he did not have complete authority over it. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the extent of control. • At level 5 answers might establish criteria against which to judge extent of control. • 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.

Commented [PL1]: addition

		<ul style="list-style-type: none"> • The Churches remained independent in Germany and some a source of potential opposition. • The Nazis did not yet control the German economy, or German businesses. • The difficulties of having complete control over the day-to-day workings of government, either in the centre or the localities. • Most civil servants and members of the judiciary were not members of the Party by the end of 1934. • Nazi social organisations and social policies were still in their infancy. • Despite support for merging the posts of Chancellor and President, there were areas where opposition to the move had been stronger e.g. Berlin and Hamburg 		
2.*		<p>‘Society in the German Democratic Republic was transformed between 1949 and 1963.’ How far do you agree?</p> <p>In arguing that the society in the GDR was transformed, answers might consider:</p> <ul style="list-style-type: none"> • The big increase in educational opportunity, particularly for the peasantry and working classes. • Improvements in women’s rights and opportunities. • The impact of collectivisation on rural society and rapid industrialisation in urban areas. • The impact of mass organisations and state propaganda on social structures, culture and identities. • De-Nazification. • The challenges faced by the traditional middle classes, and the social consequences of mass emigration to the West. <p>In arguing that society in the GDR was not transformed, answers might consider:</p>	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the extent of transformation. • At level 5 answers might establish criteria against which to judge transformation. • 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.

		<ul style="list-style-type: none"> • The limited impact of communism on the Churches. • Ongoing adherence to western cultural norms among some social groups, particularly the young. • The very slow change in standards of living. • Resistance to socialist economic and social ideals in rural areas. • Similarities to the Nazi state it succeeded in terms of the role of mass organisations, propaganda and some social policies. • The shallow depth of much cultural and ideological change. 		
3.		<p>Read the interpretation and then answer the question that follows:</p> <p>“An examination of events suggests that the implementation [of the Final Solution] was haphazard... the policy was only decided at the end of 1941.”</p> <p>From: N. Fellows, Democracy and Dictatorships in Germany 1919-1963 (2017)</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p> <p>The historical debate centres on the extent to which the final solution to exterminate the Jewish population of Nazi-occupied Europe was planned.</p> <p>In analysing and evaluating the strengths and weaknesses of the interpretation, answers might consider that Fellows argues against the idea that the Final Solution was planned from the outset of Hitler’s rise to power, or the beginnings of the Nazi</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. • Candidates are not required to construct their own interpretation.

		<p>State. He argues that 1941 was the key turning point, when the policy was decided. He characterises the implementation of the policy as 'haphazard' i.e. unplanned and incoherent.</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 importance of early Nazi victories in the Second World War in necessitating a different approach in Nazi policy towards the Jews due to the very large Jewish population that now came under Nazi control. • The ongoing, localised and sporadic violence against Jews throughout this period, which escalated with the use of <i>Einsatzgruppen</i> from 1941 onwards, but remained something that was perpetrated at local level in response to local circumstances. • Differences of view and priority of different members of the Nazi leadership, indicating a lack of coherent central planning. • The influence of others within the party leadership and at local level on the implementation of the extermination of the Jews, as opposed to Hitler himself. • The variation of treatment of the Jews at different chronological points and in different parts of Germany and the occupied territories. • The lack of paperwork evidencing a planned and intentional central strategy, and no surviving written orders from Hitler. <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"> • Hitler's racial policies, as outlined in <i>Mein Kampf</i>, and the fact that these were a very constant thread running 		
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		<p>through all of his policies, unlike other aspects of National Socialism which changed.</p> <ul style="list-style-type: none"> • The progression of anti-Semitic policies through various stages of increasing violence and extremism, culminating in the Final Solution. • The importance of other members of the Nazi leadership, such as Himmler, in driving forward anti-Semitic policies throughout the Nazi's time in power. • The importance of the Wannsee conference of 1942 in articulating a systematic plan for genocide. • The industrialised and highly efficient nature of the methods used to identify, contain, transport and execute Jews. • Similarities between policy pre-1941 and post-1941 in terms of both aims and methods e.g. earlier policies of sterilisation and euthanasia which could be seen as precursors to genocide. • The evidence that the SS, members of the army and other members of the population supported and were involved in perpetrating the genocide in what could be argued to be evidence of central planning. <p>Other interpretations that might be used in evaluation of the given interpretation are:</p> <ul style="list-style-type: none"> • Interpretations which argue that the Final Solution was planned from the start of Hitler's rise to power, and there was a planned and intentional escalation of anti-Semitism towards this final goal. • Interpretations which do not see the Final Solution as planned from the start, but which see it as implemented in a carefully planned and highly intentional way once the decision had been taken to pursue extermination. 		
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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.
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	<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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