

GCE

History A

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

Advanced Subsidiary GCE

2020 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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 2021

1. Annotations

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

2. Subject Specific Marking Instructions

How far do you agree questions . . .

The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.

Neither significance nor relative importance are attributed to the features listed.

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

Other questions . . .

The indicative content lists features of the period studied that relate to the question set.

Neither significance nor relative importance are attributed to the features listed.

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

Question	Answer	Mark	Guidance
1*	<p>Assess the impact of the Great Depression on Germany.</p> <p>In arguing that the economic consequences were the most significant impact, answers might consider:</p> <ul style="list-style-type: none"> • The very high levels of unemployment which resulted, along with underemployment and wage cuts. • The related problems of homelessness, hunger and vagrancy. • The serious contraction in trade and the withdrawal of foreign loans, which hurt the financial sector, industry and big business. • Answers might consider, however, that the effects were not even across all of the German population or economy and some people and sectors were more significantly affected than others. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative significance of different impacts. • 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.

		<p>In arguing that other consequences were more important, answers might consider:</p> <ul style="list-style-type: none"> • The growth in support for extremist parties and paramilitary organisations, of both the Right and Left, and the instability, violence and crime this resulted in. • The social and psychological impact of the Crash and Depression on the German population. • The political difficulties which resulted from the failure of the elites to agree a political response to the Crash and Depression, resulting in the collapse of the Müller Government. • The political failures of the Brüning Government, which led ultimately to government by decree and the dissolution of the Reichstag, which created opportunities for extremist parties like the Nazis to gain ground electorally. • The fall of the Brüning Government due to his failure to address the Depression effectively, leading to a period of instability and 'backstairs intrigue' which ultimately led to Hitler's appointment as Chancellor. • Answers may consider longer term economic and political problems, and attribute the events of 1929-33 to other causes alongside the Wall Street Crash. 		
2*		<p>How successful were Nazi domestic policies during the Second World War (1939 to 1945)?</p> <p>In arguing that the policies were successful, answers might consider:</p> <ul style="list-style-type: none"> • The success of the Nazis in mobilising the economy for war, with significantly increased production in armaments industries. • Increased participation in the labour force, and the use of foreign conscripts to increase the workforce. • The successes of Speer's 'Total War' and centralisation of planning. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the extent of success. • At level 5 answers might establish criteria against which to judge the relative success. • 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 use of conscription to provide military personnel and the promotion of military valued through youth organisations. • Propaganda successes in building support for the war and the Nazi regime. • The ability of the regime to respond to internal opposition. • The use of rationing to manage food supplies. • The escalation of Nazi racial policies during the war, culminating in the Final Solution, meeting the regime's extreme ideological aims. <p>In arguing that the policies were not successful, answers might consider:</p> <ul style="list-style-type: none"> • The limitations to the Nazis economic policies and the failures to meet production targets. • The incompatibility of some elements of economic policies, such as female participation in the labour force, with other domestic policy aims. • Declining standard of living, for example due to food shortages, lack of consumer goods and the effects of Allied bombing. • Labour shortages and the ineffectiveness of policies to address these. • Declining morale and the growth of opposition to the Nazis and to Hitler, both in terms of non-conformist behaviour and more organised opposition. • The limitations of centralised control, for example over the <i>SS</i> and local <i>Gauleiters</i>. • The contraction of many youth policies and education, and the growing disaffection of many young people with the regime. 		
--	--	---	--	--

3		<p>Read the interpretation and then answer the question that follows:</p> <p>'Really, it was the Western powers that had been the immediate cause of the division of Germany.'</p> <p>From: Geoff Layton, Democracy and Dictatorships in Germany 1919-63</p> <p>Evaluate the strengths and limitations of this interpretation of the division of Germany in the period from 1945 to 1949, making reference to other interpretations that you have studied.</p> <p>The historical debate raised here centres on reasons why Germany was divided after the Second World War had come to an end.</p> <p>In analysing and evaluating the strengths and weaknesses of the interpretation, answers might note that this interpretation largely places the blame for division with the Western powers.</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 occupation of Germany by the Western powers at the end of the Second World War, the way they managed their zones and their priorities in doing so. • The Potsdam Conference and the priorities and actions of the major Western powers of Britain, France and the USA. • The creation of Bizonia and Trizonia. • Developments in the Western zones after the initial division, including political and currency reform. • The decision of the Western powers to formalise the 	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>division with the creation of the Federal Republic of Germany in 1949.</p> <ul style="list-style-type: none"> • The attitude of the Western powers towards the USSR. <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"> • The Soviet occupation of Eastern Germany at the end of World War Two, and its actions and priorities in doing so. • Political developments in the Eastern zone, with the establishment of a communist one-party regime. • Economic changes in the Eastern zone, with a move to a communist economic system. • Tensions over the presence of the Western powers in Berlin. • Stalin’s response to the actions of the Western powers, culminating in the Blockade of Berlin in 1948-9. <p>Other interpretations that might be used in evaluation of the given interpretation are:</p> <ul style="list-style-type: none"> • Interpretations which view Soviet ideology and expansionism as the main reason for the division of Germany. • Interpretations which blame American imperialism/expansionism. • Interpretations which do not see either side as having a long-term political or ideological plan, and emphasise expediency, viewing the division as the culmination of a series of pragmatic decisions. • Interpretations which view the division as driven by German domestic, rather than geopolitical developments, for example the role of Ulbricht and communists in the East. • Multi-causal explanations. 		
--	--	---	--	--

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