

**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for Autumn 2021**

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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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## 1. Annotations

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Provenance
	Simple comment
	Unclear
	View

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>Which of the following was a more significant reason for Hitler's appointment as Chancellor in 1933?</b></p> <p><b>i. The popular appeal of Nazism</b> <b>ii. 'Backstairs Intrigue'</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the popular appeal of Nazism</b>, answers might consider the appeal of Nazi policies, particularly at a time of economic depression.</li> <li>• Answers might consider Nazi electoral successes.</li> <li>• Answers might consider the effectiveness of Nazi propaganda and Hitler's charismatic leadership.</li> <li>• <b>In dealing with 'backstairs intrigue'</b>, answers might consider that Hitler was appointed Chancellor, not elected, and required Hindenburg's support.</li> <li>• Answers might consider that Hitler's conservative rivals underestimated him and provided him with opportunities he was effective in exploiting.</li> <li>• Answers might consider that the Nazis actually lost seats in the Reichstag in the second election of 1932, so may have been unlikely to win power electorally.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to the reasons why Hitler was appointed Chancellor.</li> <li>• 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.</li> <li>• 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.</li> </ul>
1	(b)*	<p><b>'The impact of the Second World War was the main reason why the Nazi government decided to pursue the Final Solution.' How far do you agree?</b></p> <p><b>In arguing that the Second World War was the main reason</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>• The significance of the Wannsee Conference of 1942.</li> <li>• The takeover of large swathes of territory in Eastern</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on 'how far' and 'aims', but at Level 4 may simply list reasons.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge success.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are</li> </ul>

		<p>Europe, with large Jewish populations, which precipitated a change in policy.</p> <ul style="list-style-type: none"> <li>• 1941 and the invasion of the USSR as a turning point, which caused an escalation of policies, with mass executions of Jews being used on a large scale.</li> <li>• The disruption of wartime, which rendered previous policies like forced resettlement impossible.</li> <li>• The decision to use forced labour on a mass scale, which would meet the production needs of war, which arguably contributed to the mass movement of Jews into extermination camps where the physically able were forced to work.</li> <li>• Wartime conditions rendered the most extreme genocidal policies possible in a way they had not been before.</li> </ul> <p><b>In arguing that the Second World War was not the main reason,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• Anti-semitism had played a central role in Nazi ideology from the outset of the Party.</li> <li>• The personal attitudes, aims and prejudices of senior Nazi leadership for example Hitler, Himmler and Heydrich.</li> <li>• The role of the SS.</li> <li>• Latent Anti-Semitism in the German population and in the population of occupied Eastern European countries.</li> <li>• The escalation of Nazi racial policies from 1933 onwards.</li> <li>• The nature of the Nazi state and the ways in which this made the Final Solution possible.</li> </ul>		<p>assertions.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
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<p>2</p>	<p>(a)</p>	<p><b>Which of the following was the greater threat to the stability of the German Democratic Republic (GDR) in the years from 1949 to 1963?</b></p> <p>(i) The uprising of 1953                  (ii) The numbers of people fleeing from the GDR to the West.</p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the uprising of 1953 answers might consider</b> the call for a general strike and the numbers who responded.</li> <li>• Answers might consider the demand for a change to economic policies.</li> <li>• Answers might consider the need to call on Soviet forces to crush unrest</li> <li>• Answers might consider the concessions gained which suggest it was seen as a threat</li> <li>• Answers might consider that Stasi powers were increased as further unrest was feared</li> <li>• <b>In dealing with the numbers fleeing from the GDR to the West</b>, answers might consider the threat to the economy of the GDR given the number of skilled workers who left</li> <li>• Answers might consider the need to build the Berlin wall</li> <li>• Answers might consider the need to impose travel restrictions</li> <li>• Answers might consider the challenge to the ideals of communism</li> </ul>	<p>10</p>	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to threats to the stability of the GDR 1949-63</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p>2.</p>	<p>(b)*</p>	<p><b>‘The benefits of Nazi rule were more important than terror in ensuring the loyalty of the German population to the Nazi regime in the years 1933 to 1939.’ How far do you agree?</b></p>	<p>20</p>	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the successes.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the various successes.</li> </ul>

		<p><b>In arguing that benefits were the main reason,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• The stabilisation and growth of the economy, particularly the decrease in unemployment, which built support for the Nazi regime.</li> <li>• The benefits of the regime for working people, for example through mass organisations like Strength Through Joy.</li> <li>• Support for conservative cultural policies.</li> <li>• Support for policies which saw the suppression of communism.</li> <li>• Social and economic improvement for particular groups.</li> </ul> <p><b>In arguing that benefits were not the main reason,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• The importance of indoctrination through censorship, propaganda, education and mass organisations.</li> <li>• The use of the Gestapo.</li> <li>• Actions taken against political opponents at an early stage, for example the banning of political parties and the use of concentration camps.</li> <li>• Developing Nazi control of the justice system.</li> <li>• Violence and the use of the SA and SS.</li> <li>• Nazi control of the churches and elimination of religious opposition.</li> </ul>		<ul style="list-style-type: none"> <li>• At higher levels candidates might establish criteria against which to judge the successes.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>
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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>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.

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