

A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y314/01 Summer 2024 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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Paper Y314/01 series overview

Y314 is one of 21 units for Paper 3 of the A Level examination for GCE History. This unit tests an extended period of History of at least one hundred years through an interpretation question on a named in-depth topic and through two essays.

The paper is divided into two sections. In Section A candidates are required to use contextual knowledge to test the views of two historians about one of the three named in-depth topics or an aspect of one. The question does not require them to comment on the style of writing or the provenance of the interpretation.

In Section B candidates are required to answer two essay questions from a choice of three.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • showed a clear understanding of the views of the two interpretations in relation to the question • were able to use contextual knowledge to test the interpretations, linking that knowledge directly to the interpretations through evaluative words • were able to consider both the strengths and the limitations of the interpretations using evaluative words • covered the whole period in a balanced way in the essay questions • adopted a thematic approach • made links and comparisons between aspects of the topic • supported their arguments with precise and relevant examples • reached a supported judgement about the issue in the question. 	<ul style="list-style-type: none"> • showed a limited understanding of one or both of the interpretations • did not go beyond a basic explanation of part of the interpretation • did not link any contextual knowledge directly to the interpretation • adopted a chronological rather than a thematic approach in the essay questions • did not make links or comparisons even if events from different parts of the period were discussed in the same paragraph • did not cover the whole period • did not focus on the precise wording of the question • made unsupported comments about issues which were no more than assertions.

Section A overview

There is one compulsory question in this section. This question requires candidates to explain the view of each interpretation in relation to the question and then evaluate the interpretation by the application of contextual knowledge. Responses should show an understanding of the wider debate connected to the issue.

Section A in Paper Y314 is focused on the impact of economic growth under Wilhelm II.

Question 1

1 Evaluate the interpretations in **both** of the two passages.

Explain which you think is more convincing as an explanation of the impact of economic growth under Wilhelm II.

[30]

There were many good responses to this question, with most candidates able to take a holistic view of the passages and recognise the key differences in their arguments about the impact of economic growth under the Kaiser. Candidates recognised that Passage A suggested that while the workers were better off there were still poor working conditions and the SPD were weak, while Passage B focused more on the rise of national confidence but argued that not all benefited and this led to the rise in trade unions and the SPD which was a serious source of opposition by 1914. The most successful responses saw candidates deal with each interpretation in turn and use their knowledge to evaluate its strengths and weaknesses before coming to a conclusion on which passage is more convincing and why. They used evaluative language such as 'supported by' and 'challenged by' rather than just describing events. Responses which attempted a thematic approach were often confused and lacked evaluation, leading to an essay-like approach which did not focus on the views in the interpretations. Less successful responses often just explained the views in each passage and used phrases such as 'fails to mention', i.e. evaluating by omission rather than engaging with the arguments that the historians were making.

Exemplar 1 below is a Level 6 response which shows a good understanding of the arguments in each passage and evaluates them in turn, using the candidate's detailed own knowledge before coming to a substantiated judgement on which is more convincing.

Exemplar 1

1	<p>Passage A argues that the paradoxical nature of the effects of urbanisation on the socio-economic welfare of the people was the main impact of economic growth. Passage B, however, argues that an aspect, predominantly, economic pressures to explore foreign markets and colonial prospects, thus generating 'economic anxiety' on the home front domestically, was the main impact of economic growth. Overall, A is more convincing due to</p> <p>Passage A explores the plethora of impacts, both positive and negative associated with urbanisation, the main impact it attributes to the impact of economic growth. A claims that the 'German workers were likely to be better off than ever before' further evidencing 'secure' jobs and 'material benefits' in the form of consumer goods. This argument is supported by the fact that in this period under Wilhelm II there was undoubtedly a large increase of people in urban areas for because between 1890-1913, the percentage of people in poor rural areas decreased from 64% - 40%, while the population of Germany increased from 50 million to 68 million. Thus it is likely that urbanisation did occur, as passage A stated, and its arguments can be backed up social welfare impacts can be backed up by the Bismarck's social reforms in 1880s where, in 1884, he extended Caprivi's in 1901 he introduced a law-making industrial courts into every town, and also in 1903, extended Caprivi's prohibition act for children of labour act for children under 13. These policies strongly support passage A's own claims regarding 'the workers being better off than ever'. Moreover, A also argues that however, A thus making this a convincing, well-supported argument. However, A</p>
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further argues that ~~the~~, concurrent with these social reforms, there were issues regarding 'crowding into the industrial centres' and 'working conditions were often unpleasant', referencing the issue of overpopulation. ~~and as A evidence the world's first~~ This argument can be bolstered by the fact that ^{under} Caprivi, even after his social welfare legislation, the ~~the~~ Agrarian League formed in 1893, 300,000 member, campaigning for ~~so~~ farms subsidies. This, in tandem with A's evidence that 'the world's first ~~social~~ insurance programme was undertaken in Hamburg', effectively demonstrates the ~~desired~~ 'for-reaching effects', which in this case are negative, of dissatisfaction arising, both among urban workers and rural workers. ~~In addition, passage of~~ Thus, this makes A's argument regarding the 'for-reaching effects' convincing; ~~considering both the~~ In addition, A further argues that the development of working class movements 'led the demands of 'higher pay', extending its previous argument, but explicitly focusing on the dissatisfaction of workers caused by the urbanisation. In particular, this argument is likely to ~~be~~ valid due to the ~~migration~~ ⁱⁿ fact that rural migration into urban centres, inevitably raised competition for jobs and wages. Moreover, A stipulates that the only 'hope to orchestrate these demands was through the SPD, but due to the 'constitutional weakness of the Reichstag' this ^{was} not impossible, hence the development of 'revolutionary ideas' and 'forms of protest'. This argument ~~is~~ can be slightly undermined by the fact that, despite Wilhelm's oppositional attitude to the Reichstag, he still needed to respect, for instance in 1908 ~~the~~, during the Daily Telegraph Affair, Wilhelm was forced to ~~not~~ accept a compromise to follow constitutional

institutions. In addition, the SPD increased in number of seats in the Reichstag from 35 in 1890 to 105 in 1912, clearly showing their political power within the Reichstag. ~~Thus, this of A's~~ argument here is flawed ^{and confusing}, but ultimately does not detract from its overall argument. ~~Then~~ A's aggregate argument, presenting the paradoxical beneficial and harmful effects of urbanization as the primary impact of economic growth, is overall convincing and strongly argued due to the depth and ~~clear~~ intensity, and range of its supporting and illustrating evidence.

Passage B, differing from passage A, argues that the main impact of the economic growth for under Wilhelm was the rise in the outreach and prospect of foreign and colonial markets. B argues that 'industrial production increased so rapidly, a third in the years of 1845-1900' that this forced the ~~creation~~ ^{exploration} of 'external markets'. This argument can be reinforced by the fact that the colonial attitude in 1890's was increasingly positive due to the ~~fact~~ ^{fact} of 'carving up Africa' as well as the fact that industrialists saw colonial expansion as a way to satisfy domestic economic demands with the acquisition of raw material from markets beyond Europe, for example the addition of Kiaochow and Pacific islands. ~~Then~~ B's argument is ~~convincing~~ ^{convincing} due to the historical context that supports its chosen evidence. Furthermore, B also argues that 'shipbuilding' had grown immensely as a result of the impact of economic growth, as well as ~~because~~ ^{because} of 'Wilhelm's personal love for all things nautical'. ~~Finally, Flottenpolitik~~

and the creation of the navy league indeed ~~amused~~ ~~a~~ ~~had~~ large impacts socially & culturally. The proposal to pass a naval expansion bill: ~~of~~ creating 46 more ships was passed in 1898, and the construction of the Hochseeflotte 'High Seas Fleet', made up of the SMS Kaiser, SMS Nassau, and SMS Helgoland, clearly demonstrates the popularity and widespread nature of the support for 'shipbuilding'. This, in turn, bolsters B's ~~argument~~ ~~conclusion~~ that 'it created' a 'sense of national confidence', then making this a convincing argument. ~~Finally B also mentions B argues that~~, similarly to A, that accompanying this economic growth was ~~underlying~~ the 'the falling behind of 'many other sectors of the German Economy'. This can be supported by the overhauling of the 1874 Tariff act by Caprivi, in which he negotiated favourable rates for German raw material exports while reducing ~~foreign~~ ~~tariffs~~ ~~tariffs~~, essentially ~~leaving~~ ~~a~~ solely harming the rural, agricultural sector. ~~Further~~ Furthermore, B ~~also~~ ~~adds~~ ~~that~~ ~~its~~ ~~to~~ such developments generated as a 'constant undercurrent of anti-capitalist sentiment and economic anxiety.' This can be evidenced by the 300,000 member strong agrarian league as well as the societal economic anxiety that ~~became~~ ~~for~~ a form of jealousy too seemingly, stereotypically well off minorities like the Jews, then feeding into a anti-semitic narrative too. Then, B's ~~intellectually~~ ~~for~~ ~~forward~~ ~~argument~~ ~~convincing~~ ~~convincingly~~ argues the significant intellectual impacts brought about by the economic growth ~~is~~ ~~small~~ ~~making~~ ~~it~~ ~~a~~ ~~convincing~~ ~~or~~. Overall, B ~~cannot~~ ~~convincingly~~ ~~show~~ demonstrates the range of impacts clearly. ~~directly~~ caused by the economic growth.

On balance, A is more convincing. ~~due to the~~ ~~greater~~ ~~depth of~~ Firstly, comparatively, A offers an argument that is rooted in the ~~same~~ ~~as~~ socio-economic factor played out in both society and politics. However, B argues a case that is fundamentally detached from the quotidian life of individuals, which though might have an overall intellectually stimulating impact, becomes secondary in intensity when in comparison to A's inputs. Secondly, A's argument considers a balance of the positive and negative impacts of colonisation, ~~all~~ clearly stipulating the specific issues, whereas B more briefly touches on the impact of shipbuilding and the colonial education. Then, A's case is more convincing in terms of ~~its~~ depth and clarity. Firstly ~~that~~ A's argument more clearly ~~elucidates~~ elucidates the mechanism's to which its inputs and effects hinge upon, whereas B posits certain logical claims, such as 'in turn, created a constant undercurrent', making it seem more assertive rather than well-supported. Therefore, overall, A more convincingly ~~of~~ ~~rationally~~ explains the impact of economic growth.

Section B overview

Candidates are required to answer two questions from a choice of three. To do well on Section B candidates need to make connections and links across the whole period of their study. They should explain similarities and differences between the events they are discussing to show an awareness of continuity and change across the whole period, unless instructed otherwise. The comparisons may be made across the period within the topic or between regions, depending on the topic. It is also important that the comparisons are explained – what is similar or different between the periods or regions.

The most successful responses will test a hypothesis and reach a supported judgement.

Question 2*

2* 'Mass nationalism was never strong in Germany in the period from 1789 to 1919.'

How far do you agree?

[25]

This was the most popular of the essay questions and was generally well answered with candidates familiar with the concept of mass nationalism. Successful responses were able to show that mass nationalism was strong at particular moments in the period and was often associated with war and anti-French sentiment. They established themes such as political, cultural and economic nationalism and then used these to make links and find synthesis across the period. Less successful responses often ignored the word 'mass' in the title, these candidates might have benefited from explaining what they understood by the term in their introductions. Some also had a limited coverage of the period with a marked tendency to focus on the unification period in the 1860s and 1870s and many did not start their essays until 1848.

Exemplar 2 below is a Level 5 response which is focused and follows a line of argument with some attempted synthesis but not developed enough for Level 6.

Exemplar 2

2.

Mass nationalism ^{despite} fluctuating throughout this period in terms of intensity, ~~but~~ overall

Mass nationalism ^{fluctuated} ~~despite fluctuating~~ throughout this period in terms of intensity, ^{thus} overall cannot be considered ~~strong~~ ^{as 'never strong'} consistently throughout. ~~Furthermore~~, the political division between the conservatives liberal and internally were a persistent factor hindering nationalism; and similarly the economic division caused by ~~social~~ socio-economic differences ~~and~~ generated a constant undercurrent of division, ~~weakening~~ ^{weakening} the growth of nationalism. However ~~the~~ at some points, in the ~~face of~~ ^{face of} times of warfare, nationalism become visibly more ~~apparent~~ ^{apparent}, and similarly the ^{intensifying} development of cultural nationalism also shows ~~a~~ the presence of mass nationalism in this period. ~~On~~ On balance, ~~therefore~~ ^{therefore} mass nationalism ~~can~~ ^{cannot be considered} ~~as~~ ^{as} ~~never strong~~ ^{'never strong'} consistently in the period from 1789-1919.

Warfare generated overwhelming nationalist forces and sentiments due to the inherent pride and competitive spirit of nations, which figures like Bismarck manipulated to fully with the popular feelings of nationalism. For instance the 1867 Luxembourg crisis ~~and~~ ⁱⁿ 1870 when Bismarck claimed that King 'Luxembourg' would be a humiliating injury to German national feelings, ~~effecting~~ ^{effecting} ~~the~~ ^{the} ~~manipulation~~ ^{manipulation} generated a wave ~~center~~ ^{center} of anti-French sentiment ~~the~~ ^{the} ~~synonymous~~ ^{synonymous} to nationalism. He further ~~accentuated~~ ^{accentuated} these feelings by modifying the language of the Ems telegram to make it seem offensive to both Count Benedetti and Bismarck, such that the French reception

of the war recalled in public outcries. ~~See then demonstrating the~~ demanding war, as a feeling also felt by the German. Then, this demonstrates the nationalism generated in face of foreign threats which was he reminded seen in 1840, ~~when~~ when the French were seemingly going to invade the Rhine using a patriotic spirit of nationalist songs such as *Wach auf, Deutschland!*. Furthermore, along the same vein, the united attitudes to WWI in 1914 clearly demonstrate the creation of ~~an~~ ~~an~~ an overwhelming force of patriotism in the face of foreign powers. This can be evidenced through the ~~reaction~~ by the fact that Wilkin claimed he no longer recognised political parties but only German's ~~for~~ ~~and~~ which translated political into a true desire for the political leader to unite to fight. This epitomises the argument that during times of war, or even the thought of it, German nationalism is spiked to ~~even~~ ~~significant~~ ~~levels~~ ~~and~~ ~~is~~ then demonstrating that even nationalism was at points strong in Germany.

The development of cultural nationalism ~~can~~ clearly shows that throughout this period, nationalism was a persistent influential factor, that gained mass support. For instance, the 18th French revolution from 1806-1812, intellectually stimulated the German nationalists like Herder, Fichte and Engel who subsequently developed the idea of the Volk, ~~which~~. ~~Similarly~~ This idealised development of cultural nationalism became emphasised in events such as the 1817 Wartburg Festival and 1832 Hambach festival. ~~Along the~~ Furthermore the growth of nationalism as a cultural ideology ~~was~~ ~~very~~ ~~significantly~~ ~~influenced~~ that in 1859 the German national association was formed with

25,000 people. Then it is ~~clear~~ clear that the intellectual aspect of nationalism growth accompanied the development of being as a nation, making it inextricably linked to forms of mass nationalism. Therefore, ~~it can be seen that~~ cultural nationalism demonstrates the persistent growth of mass nationalism throughout this period, countering the statement.

On the other hand, if the political division between conservatives and liberals demonstrates that the political division existed throughout this period, then hindering the growth of nationalism. Under Metchnikov's repression in 1820's the liberal and conservatives back and forth in events such as the 1833 Burschenschaft attack, where 200 ^{armed} liberal students stormed the main gatehouse but were arrested and jailed for a long time by conservatives, evidently indicates the tension between the two political forces. Moreover in 1867, their seats in the Reichstag evidenced the contentious split in society between the two (142 conservative seats vs. 148 liberal seats). Not only the very division as division exists between the two forces, and thus damaging ~~weakening~~ the ~~idea~~ possibility mass nationalism to truly be achieved, even within political parties the division was so great that a mass united nationalism would have been impossible. For example in 1917 the splitting of the left into the Fatherland Party, USPD, which subsequently became divided into the Spartacus League led by Rosa Luxemburg and Karl Liebknecht and the Revolutionary Shop Stewards and the Marxist Socialist Party. This political fracturing ~~unsuccessfully~~ ~~unsuccessfully~~ hindered the ~~ability~~ potential for mass nationalism to occur due to the lack of a ~~common~~ united

consciousness. Therefore, the committee is likely to be divided. It is likely to be divided along the lines of a 'new story' aspect of mass nationalism through the division caused.

The economic divisions caused by the ~~new~~ social security issues throughout the period, served as a dividing force that hindered mass nationalism to ~~go~~ develop. The 1789 economic situation, where 80% of the ~~total~~ population worked on land, was economically backward such that the landlord class could instantly own all the land, while the large peasantry owned little nothing. This class division persisted throughout the period ~~and~~ ~~was~~ ~~to~~ ~~go~~ and became evident in the formation of the New Reich in 1871, where society still remained divided by traditional class lines i.e. the proletarians remained poor. ~~As~~ The ~~is~~ inability to resolve the social-economic conflicts of and issues ultimately ~~divided~~ meant that people could not think beyond daily subsistence ~~for~~ ~~as~~ ~~such~~ ~~was~~ ~~not~~ ~~least~~ mass nationalism. Thus the social economic division of society ~~contributed~~ ~~greatly~~ ~~to~~ ~~the~~ ~~struggle~~ supports the statement that mass nationalism is 'new story' in the period.

~~Mass~~ On balance, mass nationalism cannot be considered 'new story' due to the fact that, despite not being consistent, mass nationalism still occurred at points which required or stimulated mass nationalism. In these times, ~~it~~ ~~shows~~ ~~own~~ political and economic

Question 3*

3* How important was warfare in uniting Germany in the period from 1789 to 1919?

[25]

This question was generally popular and well answered. It was acceptable to either consider warfare as both a unifying and dividing force in Germany over the whole period or to compare it to other unifying themes such as economics, culture, individuals or politics. Many successful responses showed good awareness of the key role warfare played at the beginning, middle and end of the period but were also aware of the divisions which emerged especially at the end of the First World War. Less successful responses often gave descriptive accounts of the different wars fought in the period and some were confused by the wars of unification and thought that all Germans fought on the same side in each case. A chronological approach was also adopted by some less successful essays which did not lead to synthesis and often did not get beyond 1871.

Question 4*

4* 'Religious differences were the most important factor limiting the Unification of Germany in the period from 1789 to 1919.'

How far do you agree?

[25]

This was the least popular essay question and there seemed to be some confusion over what the religious differences were and some sketchy understanding of the confessional makeup of the region. There were some very impressive answers which compared religious differences to other themes such as cultural and regional differences and focused closely on factors that limited the Unification of Germany in the period. Less successful responses often clung to familiar topics such as Bismarck's Kulturkampf and had little to say about the rest of the period or took a chronological approach and as this was the final question they frequently ran out of time before they had covered very much of the period. Again many would have benefited from a clear introduction where they could have identified religious differences over the period and then established what they were going to compare them to.

Assessment for learning



Remind candidates to provide evidence to support any comparisons or contrasts made, otherwise their argument becomes assertion and is unlikely to reach the higher levels.

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