



General Certificate in Education

A2 History 6041

Alternative G Unit 4

Mark Scheme

2007 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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CRITERIA FOR MARKING GCE HISTORY:

A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

B: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:***Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:***Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

C: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: "What precise mark should I give to a response *within* a level?". Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
 - generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid "double jeopardy". Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

June 2007

Alternative G: Germany From Unification to Re-Unification, 1871–1990

A2 Unit 4: Germany, c1880–c1980

Question 1

(a) Use **Sources B** and **C** and your own knowledge.

How useful are **Sources B** and **C** in explaining the reasons for the Nazis' economic measures in the years 1933 to 1939? (10 marks)

Target: AO1.1, AO1.2, AO2

- L1: Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. **1-2**
- L2: Demonstrates explicit understanding of utility/sufficiency etc. with reference to the sources and knowledge of the issue. **3-5**
- L3: Draws conclusions about utility/sufficiency in relation to the issue, with reference to both sources and to own knowledge. **6-8**
- L4: Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency in relation to the issue. **9-10**

Indicative content

At Level 1 candidates are likely to comment on the utility of the sources, with reference to their content, relating, fairly briefly, what each source says about the motives behind the Nazi economic drive. Source B speaks of the need to rescue the German worker from his 'impoverishment', to cure unemployment, to show an alternative to Marxism and to make Germany great. Source C speaks of restoring Germany's 'self respect', creating order, ending unemployment, preparing for war and responding to Hitler's 'personal inspiration'. At Level 2, as at Level 1, many answers will be largely dependent on what the sources say, or fail to say. However, these answers will develop the points at Level 1 above using own knowledge, e.g. will probably explain the unemployment issue and the Nazis' need to appeal to those who had suffered under Weimar and in particular from the Depression. The motive of restoring Germany's greatness after defeat in World War 1 may also be examined and explained in greater detail and links between the need to solve economic problems and to gain political advantage may be made. At Level 3 answers will attempt some direct evaluation of the sources, probably referring to their provenance, purpose and context and commenting, in particular, on the political motivation behind Hitler's address in Source B. While Hitler may be said to understand the motives behind his own economic policy better, the propagandist element of Source B cannot be ignored. Consequently, the ambassador's account in Source C may be considered more useful since it offers praise from someone who can be presumed to have been anti-Hitler. At Level 4 answers are likely to acknowledge that both sources are useful in providing material and explanation of motivation, but that both are limited by their provenance and purpose. At this level candidates should be precise about 'what is missing' and the need for more specific evidence. Candidates might also develop some links or comparisons between the sources, perhaps reflecting on how both emphasise the need to cure

unemployment and both reflect the same determination to recreate Germany as a respected nation. Conclusions should be convincing and well-supported.

(b) Use **Sources A, B, C** and **D** and your own knowledge.

‘Despite the boasts of its leaders, the German economy encountered many setbacks during the years 1880–1980.’

Assess the validity of this view.

(20 marks)

Target: AO1.1, AO1.2, AO2

L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

This is a synoptic question and candidates’ responses should be rewarded for referring to aspects of change and continuity over a period of at least 100 years, as detailed in the specification for this particular Alternative, and to an appropriate range of factors as exemplified by the indicative content for each particular question.

It is not anticipated that coverage of the 100 year period will necessarily be complete but there should be some awareness of the 100 year timescale for the award of Level 3 and clear reference to the whole period, perhaps by citing key incidents and issues, effectively, but not necessarily equally, for Levels 4 and 5.

Candidates will need to examine the ‘boasts of the German leaders’, the development of the German economy between 1880 and 1980, and the impact of any ‘set-backs’ during this period.

From the sources the candidates should be able to find ample material on the boasts of the leaders. In Source A, the Kaiser gives a proud summary of the strength of the German economy in the 1890s, while Source B expresses Hitler's boast that he will restore the German economy within four years of becoming Chancellor. Source C repeats this, speaking of Hitler's 'personal inspiration' and showing how his aims have been met by 1937/1939. Source D contains the boasts of Adenauer and Erhard of 'no experiments' and 'wealth for all'. It refers to their 'eat well' and 'embellish your home' drive and talks of self congratulation in the 1950s.

Candidates will also need to use their own knowledge to support and perhaps question these comments and so explain the development of the German economy from the 1880s. They will need to be aware of setbacks, e.g. the 19th century great depression, the impact of war, the hyperinflation crisis of 1923 and the Depression following 1929. Problems, particularly in East Germany after 1945, and increasing difficulties in the last years of the period may also be included.

At Level 1 answers may be very limited in timescale, or be based on unsupported general assertions. Alternatively, they may be very descriptive, with no explicit attempt to address the question, or relevant, but limited to a few source references. Level 2 answers may lack any source references, but will otherwise try to address the question, or they may use the sources but produce an answer which only makes limited links to the question. Alternatively, the answer may be assertive in type and very unbalanced. For Level 3 there should be some awareness of the 100 year period although there may be considerable unevenness and lack of balance. These answers will display use of sources and own knowledge and will try to respond to the question, although the understanding may not be entirely convincing. Level 4 answers should show reasonable coverage of the whole time scale, and a clear analytical approach showing balance, understanding and some judgment. They will balance the growth of the economy against the setbacks showing the inter-linkage of the two. Level 5 answers will balance factors effectively, revealing a high level of understanding, perhaps offering a succinct overview and displaying sustained judgment.

Section B

These questions are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the question as indicated by the generic A2 levels of response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (*without* reference to sources).

Target: AO1.1, AO1.2, AO2

L1: *Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply almost to any time and/or place. **1-6**

- L2: **Either**
 Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or**
 Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Question 2

‘Goebbels, not Hitler or the other Nazi barons, should take the credit for the establishment of the Nazi dictatorship in the years 1933 to 1939.’

Assess the validity of this view.

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Answers should assess the degree to which Goebbels created the conditions by which the Nazi regime was able to take hold. His contribution was in the field of propaganda. Candidates are likely to refer to the way in which he sold the Nazi message to the German people. As a Minister from 1933 he had unprecedented control over the mass media, cultural life and the education system. It was through his ‘brain washing’ techniques that Hitler met limited resistance in his moves to crush Communism, the Trade Unions, weaken the Churches, win over the youth and achieve cult status. While Hitler was obsessed with power, it could be argued that it needed Goebbels to provide the conditions whereby this could be achieved and displayed as in rallies and marches.

The influence of the other Nazi barons should also be assessed. Himmler’s support for repression through his command of the SS (particularly in the Night of the Long Knives), and Goering’s contribution to the economy might be considered.

Candidates may agree with the quotation or they may argue that whatever Goebbels' skills, Hitler remained the most important figure. This needs to be supported rather than simply stated and is likely to involve reference to the historiographical debate on whether Hitler was a strong/weak dictator, the cult of personality and the need for individuals to 'work towards the Führer'. They may also suggest that no one individual was more important than any other and the Nazi government operated through a state of competition and rivalry.

At Level 1 answers are likely to rely on sweeping general assertions. They may fail to see the full implications of the quotation and are likely to have limited knowledge and understanding. Alternatively, they may be entirely descriptive accounts of Nazi government or policies showing little appreciation of the question asked. Level 2 answers will show some understanding of the question but the answer will be thin, very unbalanced or largely descriptive with a few links. At Level 3 answers should show some understanding of the working of Nazi government and Goebbels' part in it and will offer some limited analysis of his importance in the consolidation of the dictatorship. Level 4 answers should show a little more analysis. Answers will show a good understanding of the workings of the Hitler State and there will be balanced consideration of the influence of Goebbels, Hitler and others. Whatever the argument, these answers will be wide ranging and demonstrate explicit understanding of the question. Level 5 answers will show sustained judgement and clear conceptual awareness.

Question 3

'The war between 1939 and 1945 had a far greater effect on the lives of ordinary German people than did the establishment of National Socialism from 1933.'
Assess the validity of this view. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Answers should consider the impact of war on ordinary German people and compare its effect with that of the coming of the Nazis from 1933. Candidates may refer to some of the following material:

Although the war brought food and clothes rationing in 1939, it failed to have a significant impact before 1942 as Hitler was largely successful in this period. However, the disastrous Russian invasion in 1942 brought shortages of fuel, food and other essential goods. As Speer took command of the war effort from 1942, civilians had to manage without postal services and entertainment (except for the cinema). Women were increasingly drafted into factories and the country areas were awash with evacuees. Persecution intensified, Jews disappeared and the SS became a 'state within a state'. Industrial and residential areas of all major German cities were bombed and by 1945, 3.5 million German civilians had been killed. This picture can be contrasted with the impact of the establishment of National Socialist rule from 1933. This brought the persecution of opponents, the abolition of Trade Unions and other political parties and the establishment of Nazi-led organizations such as the DAF and the Hitler Youth. There was also a spread of new values, for example regarding women and the Church. However, the early years of Nazi rule were for many a return to 'normality' with the resolution of social and

economic problems, growing employment and a more peaceful atmosphere than in the last years of the Weimar Republic. Although the propaganda machine was at work, the Nazis appeared not to interfere in broad areas of everyday life, and people could still retreat into private life. All this disappeared with the coming of war.

At Level 1 answers are likely to rely on sweeping general assertions, probably agreeing that life was worse in the war years but offering very limited evidence. Alternatively they may be entirely descriptive accounts of some of Nazi policies, showing little appreciation of the question asked. Level 2 answers will show some understanding of the question but answers will either be thin, very unbalanced or largely descriptive with a few links. Answers may deal with one period only or have a few smatterings of information on each but with very little depth or understanding. Level 3 answers will show reasonable understanding of both areas, although there may not be equal coverage. They will contain some analysis and judgement but may not be fully convincing. Level 4 answers should show a greater degree of analysis and comparison between the two periods. They will offer a balanced assessment supported by secure evidence. Such answers should be wide-ranging and demonstrate explicit understanding. Level 5 answers will show sustained judgment and a critical awareness of Nazi policies. They should make some comparative comment and demonstrate good conceptual understanding (for example distinguishing between different groups of people) and convincing judgement.

Question 4

To what extent was Walter Ulbricht successful in carrying out both his political and his economic policies in East Germany between 1949 and 1963? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates will need to focus on Ulbricht's aims in political and economic affairs and must assess his success in relation to these.

With the founding of GDR in 1949, Ulbricht became the effective leader of Germany (and was General Secretary of the SED from 1952). He wanted to establish a soviet-style political system and a planned economy. His success was variable. Politically he succeeded in incorporating the East into the Warsaw army (although policy agenda was still set by USSR). He developed his own personality cult, and ensured opposition was ruthlessly put down by the Stasi (set-up 1959) and through show trials. The election results of 1950 showed widespread support for the SED, but this only came through the use of a single list system and the use of intimidation and propaganda. A proposal to increase working hours led to the Berlin uprising of 1953 and although Ulbricht survived, he was forced to rely on Soviet troops and grant concessions. The construction of the Berlin Wall in 1961 solved some problems and brought some attempt at reform but there was still a heavy reliance on repression. Economically he was more successful, establishing quotas for production (and by underestimating he was able to suggest greater success than was really warranted). Five year plans were set out in 1951 and 1956, but abandoned in favour of a seven year plan in 1959. Nationalisation and a concentration on heavy industry helped kick start the East German economy, although in the 1950s he had to

allow for more consumer goods production to meet the demand of the people. The GDR achieved the highest living standards in the Soviet bloc and ration cards were abolished 1958. Economic growth was accompanied by a National Construction Programme to regenerate towns and cities; welfare provision, and the establishment of state organisations such as the Free German Youth and the Free German Trade Union Federation. However, East Germany did not achieve all its targets, was subjected to needs of the USSR and was still losing its people, many of whom disliked agricultural collectivisation from 1958. This raised food prices and created shortages which encouraged an increased exodus to the west. Ulbricht was forced to resort to the building of the Berlin Wall in 1961, a sign that his economic policies were failing to keep workers within East Germany.

Candidates will need to assess Ulbricht's overall success and will probably conclude that superficial achievements masked a number of problems including continual shortages and a population that was, at least in part, kept quiescent through fear. The Berlin Wall of 1961 is a sign that the so-called success was largely illusion, although it did give Ulbricht a second chance to get the GDR's economy working and the new economic system was launched in June 1963 and initially appeared more flexible and successful.

At Level 1 answers are likely to rely on sweeping general assertions with very limited evidence in support of views. Alternatively, answers may be entirely descriptive covering only part of the period or concentrating on very few developments. Level 2 answers will show some understanding of the question but will be thin or very unbalanced, perhaps addressing the economic situation only. Level 3 answers should show some understanding of Ulbricht's economic and political success/failure. Answers may not be fully balanced or convincingly argued throughout, but they will address the issues of the question. Level 4 answers should show a greater degree of analysis and provide a balanced assessment. Such answers will be wide-ranging and demonstrate explicit understanding of all aspects of the question. Level 5 answers will show some depth of evidence and clear conceptual awareness of the development of the GDR in these years. Answers will reach an informed and convincing judgement.