



GCE

History A

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

Advanced 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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3. Here is the mark scheme for this question paper.

MARK SCHEME

| Question | Answer/Indicative content | Mark | Guidance |
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| <p>1 (a)</p> | <p>Which of the following was a greater success for the government of the Federal Republic of Germany in the years 1949-1963?</p> <p>(i) The economy (ii) Foreign policy</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with the economy, answers might refer to the ‘economic miracle’, growth in economic productivity and decline in unemployment. • Answers might consider the improvement in standards of living, giving the West German state legitimacy and popularity. • Answers might consider the positive internal political consequences of the economic recovery. • In dealing with foreign policy, answers might consider Adenauer’s success in integrating West German with Western Europe and making it central to Western European cooperation. • Answers might consider the political and military unity that was achieved through the Council of Europe and NATO. • Answers might consider the economic benefits of membership of the OEEC, ECSC and the EEC. | <p>10</p> | <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to the reasons for successes for the government Federal Republic of Germany. • 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. • 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. |

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| <p>1</p> | <p>(b)*</p> | <p>“The main reason for the worsening of the quality of life of German citizens in the years 1939-1945 was the impact of Allied bombing.” How far do you agree?</p> <p>In arguing that Allied bombing was the main reasons, answers might consider:</p> <ul style="list-style-type: none"> • The frequency and intensity of air-raids, resulting in massive loss of life and damage to property. • The effect of the air-raids on morale. • The influence of bombing on reducing access to already scarce resources and putting great pressure on housing. • The exodus of people from cities to rural areas, and the pressures this created in villages. <p>In arguing that other reasons were more important, answers might consider:</p> <ul style="list-style-type: none"> • The impact of conscription, and of growing military casualties. • The impact of rationing of food, clothes and consumer goods. • The impact of Speer’s policy of ‘Total War’ and the requirements it placed on citizens to contribute to military production. • The elimination of ‘non-essential’ activities after c.1942. • Increased political control and propaganda. • Corruption and exploitation perpetrated by groups like the SS. • Changes and pressures in rural areas. • The impact of military defeats after 1942 on morale, and the impact of Allied occupation in 1945. • The escalation of anti-Semitism and the implementation of the ‘final solution’. | <p>20</p> | <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the reasons. • At Level 5 and above there will be judgement as to the extent of agreement. • At higher levels candidates might establish criteria against which to judge reasons. • To be valid judgements, claims 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. |
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| 2 | (a) | <p>Which of the following was a more significant reason for political instability in Germany in the years 1919-1924?</p> <p>(i) The impact of the Treaty of Versailles (ii) Economic problems</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with the impact of the Treaty of Versailles, answers might consider its impact on undermining the legitimacy of the Weimar Government in the eyes of many Germans. • Answers might consider the way that right-wing opposition groups used the Treaty of Versailles as a focal issue for rallying support. • Answers might consider the practical implications of the Treaty in terms of military restrictions and very high reparations in undermining the state’s ability to operate effectively. • In dealing with economic problems, answers might consider the severe problems of unemployment, shortages and inflation caused by the First World War, which degenerated into hyperinflation, and undermined the operation of the state and political stability. • Answers might consider threats from left-wing groups, who gained popularity because of the economic problems faced by many working class Germans. • Answers might consider the correlation between times of particular economic challenge, such as 1918-1919 and 1923-1924, and times of particular political instability. | 10 | <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to reasons for political instability in Germany 1919-1924 • 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. • 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. |
| 2. | (b)* | <p>“The government of the German Democratic Republic entirely failed to achieve its domestic aims in the years 1949-1963.”</p> | 20 | <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how far’, but at |

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| | | <p>How far do you agree?</p> <p>In arguing that the government failed to achieve its aims, answers might consider:</p> <ul style="list-style-type: none"> • The failures of land reform, the unpopularity of collectivisation and the decline in agricultural production. • The unrest of 1953 and the reforms which the government was forced to enact as a result. • The major problems associated with the five-year plans. • The refugee crisis and the failure of the government to stem this, necessitating the building of the Berlin Wall. • The loss of the propaganda war against the West due to low standards of living and the de-legitimising of the communist system as a result. • The failure to eliminate religious beliefs, interest in western culture (especially among the young), and political opposition. • The need to maintain a repressive police state (under the Stasi) to monitor and counter opposition demonstrates a failure to win support for the regime <p>In arguing that the government did achieve its aims, answers might consider:</p> <ul style="list-style-type: none"> • The development of the East German political system and the apparatus of security, law and policing, which helped maintain social and political control and a one-party state. • The restructuring of the economy along socialist lines, including collectivisation (85% of the agricultural sector by 1961) and the use of five-year (later seven-year) | | <p>Level 4 may simply list the successes and failures.</p> <ul style="list-style-type: none"> • At Level 5 and above there will be judgement as to the extent of success. • At higher levels candidates might establish criteria against which to judge success. • To be valid judgements, claims 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. |
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| | | | <p>plans aligned to the economic planning used in the USSR.</p> <ul style="list-style-type: none">• The slight improvements in the economy from the end of the 1950s.• Increased opportunities for peasants and the working class and developments in women’s rights.• The support for the regime from many sectors of society and the success of mass organisations in mobilising support and increasing social control.• The lack of intervention of the West in developments in East Germany, particularly the 1953 unrest and the building of the Berlin Wall. | | |
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