



**GCE**

**History A**

**Y314/01: The challenge of German nationalism 1789-1919**

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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

2. Here is the mark scheme for this question paper.

**MARK SCHEME Section A**

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the nature of the constitutional developments within the German state 1867-71.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation A puts forward the view that the new constitutions and arrangements had liberal features.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that this view is valid as Unification created a state with many modern features.</li> <li>• Answers might argue that Interpretation A is valid as the Reichstag was elected by universal male suffrage.</li> <li>• Answers might argue that Interpretation A is valid as the North German Confederation was closer to the idea of a liberal state than that created in 1871.</li> <li>• Answers might argue that Interpretation A is not valid as it ignores the power that Prussia had.</li> <li>• Answers might argue that Interpretation A is not valid as the Reichstag had only limited powers.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answer might argue that Interpretation B puts forward the view that there were features particularly of the North</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme</li> </ul>

2		<p>German Confederation constitution that satisfied liberal opinion more so than 1871.</p> <ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation B</b>, answers might argue that this view is valid as the North German Confederation did much to preserve states' rights and that they still had considerable powers.</li> <li>• Answers might argue that Interpretation B is not valid as Prussia had the power of veto.</li> <li>• Answers might argue that Interpretation B is valid as the Reichstag could reject the budget.</li> <li>• Answers might argue that Interpretation B is not valid as the Chancellor was not responsible to the Reichstag.</li> </ul> <p><b>'Intellectual forces played only a limited role in the creation and development of German nationalism throughout the period from 1789 to 1919.' How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that the economic and military power of Prussia was crucial in securing military victories.</li> <li>• <b>Answers might consider</b> the role of individuals such as Bismarck and Wilhlem II in the development of nationalism.</li> <li>• <b>Answers might consider</b> the role of the Zollverein in creating Prussian dominance which allowed nationalism to develop.</li> <li>• <b>Answers might consider</b> that hatred of France played a crucial role in the development of nationalism under Napoleon, in 1870 and in 1914.</li> <li>• <b>Answers might consider</b> the impact of</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</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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3		<p>Metternich on the development of nationalism.</p> <ul style="list-style-type: none"> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that the revolutions of 1848/9 were brought about by the middle class with their demands for a constitution.</li> <li>• <b>Answers might consider</b> that the growth of cultural nationalism in the period after 1815 was important in the development of nationalism among the middle class.</li> <li>• <b>Answers might consider</b> that the growth of socialism played a role in opposition to the radical nationalism of the later period.</li> <li>• <b>Answers might consider</b> the role of radical nationalism and Pan-Germanism under Wilhelm II.</li> </ul> <p><b>‘Metternich was more effective in managing German nationalism than Napoleon, Bismarck or Wilhelm II.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis that Metternich was more effective</b>, it might be argued that he was able to suppress nationalism until 1848 from 1815.</li> <li>• <b>Answers might consider</b> that Metternich was more effective as he maintained Austrian influence despite its declining power, particularly economic.</li> <li>• <b>Answers might consider</b> that nationalism was limited to the middle class because of his repressive measures.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</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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4		<ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question,</b> it might be argued that there was mass support during the crisis of 1870.</li> <li>• <b>Answers might consider</b> the support for nationalism at the start of World War I.</li> <li>• <b>Answers might consider</b> that there was growing nationalism in 1840 when it appeared France would invade.</li> <li>• <b>Answers might consider</b> that the South German states joined on a wave of patriotism following the successful war against France.</li> <li>• <b>Answers might consider</b> that nationalism developed as a response to Napoleon’s invasion and creation of the Confederation of the Rhine.</li>   <li>• <b>In challenging the hypothesis in the question,</b> it might be argued that there was division at times of war as in 1866 in the war with Austria.</li> <li>• <b>Answers might consider</b> the strength of nationalism in 1848/9.</li> <li>• <b>Answers might consider</b> that there was strong nationalist feelings in reaction to the Treaty of Versailles.</li> <li>• <b>Answers might consider</b> that there was not mass support as Germany was divided over Gross or Klein Deutsch and that war with Austria added to this.</li> <li>• <b>Answers might consider</b> that there was mass support under Kaiser with the Navy League and other pressure groups.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</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>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
<b>Level 5</b> 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
<b>Level 4</b> 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
<b>Level 3</b> 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
<b>Level 2</b> 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
<b>Level 1</b> 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<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 Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. 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> 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. 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> 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. 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> 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. 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> 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

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