



Oxford Cambridge and RSA

GCE

History A

**Y251/01: Non-British period study: Democracy and
dictatorships in Germany 1919-1963**

AS Level

Mark Scheme for June 2022

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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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MARKING INSTRUCTIONS
PREPARATION FOR MARKING
SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.


9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response: Not applicable in F501

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

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

12. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1*	<p>‘Hyperinflation was the greatest problem faced by the Weimar Republic in the period from 1919 to 1923.’ How far do you agree?</p> <p>In considering hyperinflation, answers might consider:</p> <ul style="list-style-type: none"> • The impact upon real wages, especially those on fixed incomes, and the escalation of poverty. • Food shortages as a consequence of hyperinflation. • The economic impact of hyperinflation on savers and investors. • The psychological impact of hyperinflation in terms of social stability and political persuasion. • The speed by which Stresemann was able to deal with the crisis and the rapid recovery of the economy at large. • The fact that some entrepreneurs and others, such as people paying long-term fixed-rate rents, actually benefited financially from hyperinflation. <p>In considering other problems, answers might consider:</p> <ul style="list-style-type: none"> • The Kapp Putsch and the refusal of the army to suppress it, resulting in intervention by workers, a general strike and Berlin paralysed. 	30	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be a judgement as to whether hyperinflation was the greatest of a range of problems. • At Level 5 answers might establish criteria against which to judge the significance of hyperinflation. • To be valid, judgements 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 mark scheme.

		<ul style="list-style-type: none">• The Munich Putsch, helping to establish the Nazi party which became a major political movement in Bavaria; leniency of the judges at the trial of the conspirators including Hitler & Ludendorff, which was indicative of elite sympathies with hard-right politics.• Communist / Spartacist risings in Berlin, the Ruhr, Central Germany, Hamburg - talk of armed revolution, further polarisation in German politics.• The French and Belgian occupation of the Ruhr – 60,000 troops; implications for Germany's industrial future.• Political assassinations (e.g. that of Rathenau – a very capable and progressive democrat); assassinations adding to further loss of confidence in the Republic.• The challenges imposed by the terms of the Treaty of Versailles (e.g. reparations).		
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Question	Answer	Mark	Guidance
2*	<p>Assess the reasons for West Germany's 'economic miracle' in the years from 1949 to 1963.</p> <p>In considering the importance of West Germany's foreign relations as the principal reason, answers might discuss:</p> <ul style="list-style-type: none"> • The importance of the Truman Doctrine and the West's political priorities in paving the way for reconciliation and the political climate in which an 'economic miracle' might be achieved. • The military commitment of western powers to the protection of the capitalist economy in Germany's occupied western zones ('Bizonia' and 'Trizonia'). • The OEEC and Marshall Plan in providing the investment needed to prime West Germany's economic pump. • The importance of the London Conference and the introduction of the Deutschmark in helping to establish a robust economy. • The development of healthy economic relations with other western states through membership of the ECSC and EEC. <p>In considering other reasons, answers might consider a range of internal political and economic factors:</p> <ul style="list-style-type: none"> • The leadership of Adenauer, 1949-1963, promoting democracy, reconciliation and political stability as a solid foundation for economic development. 	30	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be a judgement as to the extent of which one or more reasons explain the economic miracle. • At Level 5 answers might establish criteria against which to judge the relative significance of a range of reasons. • To be valid, judgements 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 mark scheme.

		<ul style="list-style-type: none">• West Germany's social market economy and the effectiveness of the government's fiscal policies concerning such matters as price controls, tax rates, wages in strengthening the economy.• West Germany's relative abundance of raw materials which provided a basis for economic growth.• Demand for West Germany's raw materials and products, both at home (e.g. for rebuilding) and abroad (e.g. for military purposes during the Cold War, especially the military demand during the Korean War).• The cheap labour of East Germans, immigrants and refugees ('guest workers') which contributed to improved production.		
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Question	Answer	Mark	Guidance
3	<p>Read the interpretation and then answer the question that follows:</p> <p>‘The German people felt that they had no choice but to fight to the bitter end.’</p> <p>From: Mary Fulbrook and David Williamson, Democracy and Dictatorship in Germany 1919–1963 (2008)</p> <p>Evaluate the strengths and limitations of this interpretation of the impact of the Second World War on Germany, making reference to other interpretations that you have studied.</p> <p>The historical debate centres on the extent to which the German people felt compelled or were obliged to fight to the bitter end of the war.</p> <p>In analysing and evaluating the strengths and weaknesses of the interpretation, answers might consider that the statement makes, at first sight, a good deal of sense but that when it is analysed more closely it can be regarded as over-simplistic in describing the wide experience of a highly complex stratified society.</p> <p>In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The fear of retribution in the event of defeat, particularly at the hands of Soviet troops. • The seeming impossibility of effective 	30	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and evaluation of the interpretations should be considered when assigning answers to a level, not the quantity of other interpretations used in the answer. • Other interpretations considered as part of evaluation and analysis do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however for level 5 there should be well supported evaluation of both and for level 4 supported evaluation of both, in line with levels descriptors. • Candidates are not required to construct their own interpretation.

		<p>resistance to the regime.</p> <ul style="list-style-type: none"> • The tight control of the regime over those fighting and the population at large, and the fear of being seen to step out of line. • The determination of the leadership to take the fight to 'the bitter end'. • The widespread delusion/hope that Germany might yet win the war, perhaps through the development of new weapons of mass destruction (e.g. V2s). <p>In analysing and evaluating the weaknesses of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • Widespread apathy and opposition towards the regime and the continuing engagement in war effort as evidenced, for example, by absenteeism, strikes, desertions. • Interpretations which identify influential communities that advocated diplomacy and ending of the war through negotiation, reconciliation, and reconstruction rather than fighting to 'the bitter end' (e.g. Confessional Church; the aims and objectives of the Kreisau Circle). • Bomb plots, notably that of July 1944, which attempted to remove Hitler and avoid destruction at the hands of the Allies. • The refusal of SS commanders to take the fight to the Russians as they advanced on Berlin. <p>Other interpretations that might be used in evaluation of the given interpretation are:</p> <ul style="list-style-type: none"> • Interpretations which explore the diversity of 		
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			<p>experience and outlook of the German people regarding their attitudes towards and engagement in the war effort.</p> <ul style="list-style-type: none">• Interpretations which argue that the first half of the war was characterised by a positive popular viewpoint of war due to the early successes and economic benefits.• Interpretations which conclude the civilian population at large was rather more involved in surviving than fighting, many of whom, as refugees from the front and burned out cities, were endeavouring to evade the fight.• Interpretations which stress the ideological commitment of German people in continuing to fight willingly to the bitter end as opposed to doing so because they felt they had no choice.		
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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>
	Generic mark scheme for Section A, Questions 1 and 2: Essay [30]
Level 5 25–30 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.
Level 4 19–24 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.
Level 3 13–18 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.
Level 2 7–12 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.
Level 1 1–6 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.

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, , but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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