



Oxford Cambridge and RSA

GCE

History A

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

A Level

Mark Scheme for June 2023

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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
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 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 RM Assessor 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 RM Assessor 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 RM Assessor **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 RM Assessor 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
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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	(a)	<p>Which of the following had the greatest impact on German workers in the years from 1933 to 1939?</p> <ul style="list-style-type: none"> • The German Labour Front • ‘Strength through Joy’ <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with the German Labour Front, answers might consider the loss of independence of workers. • The banning of trade unions (other than the DAF). • The inability of workers to engage in wage and conditions negotiations. • The DAF was instrumental in extending the regime’s control (e.g. through vocational training schemes) over workers. • The DAF promised workers the opportunity to acquire VW cars (a promise embraced by many but fulfilled for none). • In dealing with ‘Strength through Joy’, answers might consider the social and propaganda opportunities the organisation represented. • ‘Strength through Joy’ provided workers with greater access to sports facilities. • ‘Strength through Joy’ provided workers with schemes for holidays (including, theoretically, cruises). • ‘Strength through Joy’ provided workers with a range of cultural activities in and out of the workplace. • ‘Strength through Joy’ contributed to the popular appeal of the Nazi regime among workers. 	10	<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 • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or 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 mark scheme.

Question	Answer	Mark	Guidance
1 (b)*	<p>‘The 1953 uprising was the greatest challenge faced by the East German government in the period from 1949 to 1963.’ How far do you agree?</p> <p>In arguing that the 1953 uprising was the greatest challenge, answers might consider:</p> <ul style="list-style-type: none"> • Its significance as the first mass uprising in the Soviet bloc and its implications for future security in the DDR. • The scale and duration of the uprising. • The political threat of the general strike, including calls for reunification with West Germany. • the concessions which the government was forced to enact as a result (e.g. reneging on a plan for extended working hours). • The impact of the uprising on state security and the activities of the Stasi, leading to heightened security. • The lasting disaffection towards the regime on the part of ordinary Germans appalled by the government’s hardline response to the uprising. <p>In arguing that the 1963 uprising was not the greatest challenge, answers might consider:</p> <ul style="list-style-type: none"> • The challenges caused by failures of land reform, the unpopularity of collectivisation, and the decline in agricultural production. • The major problems the government faced as a result of the five-year plans, including supply and demand issues. • Direct challenges from the West (e.g. the threat of nuclear arms and the entry of US troops into DDR in October 1961) • The scale of the challenges caused by the 		<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 higher levels candidates will focus on evaluating the factors for and against the hypothesis that the 1953 uprising was the greatest challenge but at Level 4 may simply list factors. • At Level 5 there will be judgement as to the most important challenge. • At higher levels candidates might establish criteria against which to judge the significance of the challenges. • To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.

Question		Answer	Mark	Guidance
		<p>refugee crisis and the failure of the government to stem this or to secure all of Berlin for the East, necessitating the building of the Berlin Wall.</p> <ul style="list-style-type: none"> • 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 challenge posed by religious beliefs, enthusiasm for western culture (especially youth opposition), and political opposition. 		
2	(a)	<p>Which of the following saw greater change in the DDR in the years 1949-1963?</p> <ul style="list-style-type: none"> • The economy • Society <p>Explain your answer with reference to both (i) and (ii)</p> <p>In dealing with changes to the economy answers might consider positive and/or negative effects of a state-controlled economy.</p> <ul style="list-style-type: none"> • Nationalisation replaced private ownership of factories and compelled workers to work towards targets dictated by the state which were sometimes unrealistic but, nevertheless, contributed to improved production levels. • Collectivisation provided certain economic changes, including access to machinery. • Collectivisation was a factor in prompting some farmers to leave for the West or otherwise abandon farming which, in turn, contributed to falls in production and shortages of food. 	20	<p>The indicative content lists features of the period studied that relate to the question set. <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 • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or 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 mark scheme.

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> Living standards improved but glaring inequalities among workers and managers (e.g. of pay) remained. There was limited economic change, and comparatively little for the good (e.g. compared to FRG economic miracle) – e.g. rationing until 1958; poor quality goods; inadequate supply of some products, glut of others. <p>In dealing with changes to society answers might consider the advantages communism represented for those socially disadvantaged under capitalism.</p> <ul style="list-style-type: none"> Social conditions improved for many peasants through the land redistribution and collectivisation. Women were better supported in their role as mothers and workers in blue collar, white collar and professional roles. Citizens, sometimes against their will, were corralled into joining various state-run mass organisations (e.g. for youth; for women; for workers) which were instrumental in reorganising aspects of people’s social lives. Educational opportunities were extended. The communist state brought a measure of discomfiture to those who did not ‘fit’ its ideology e.g. members of the pre-DDR elite; ardent Christians (notably, members of the Junge Gemeinde). 		
2	(b)*	<p>‘The terms of the Treaty of Versailles were the main reason for Hitler’s rise in the period 1919 to January 1933.’ How far do you agree?</p> <p>In arguing that the terms of the Versailles treaty were the main reason, answers might consider:</p>		<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>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • The significance of German humiliation, ‘November criminals’ propaganda, and Nazi promise to scrap article 231 (the war guilt clause) as a motive for nationalists to support Hitler. • The significance of the Nazi promise to end reparations as a cause of support. • The significance the military clauses in creating German resentment and feelings of insecurity as a factor in Nazi support. • The economic impact of loss of territories rich in natural resources in generating support for the Nazis. • The role of Nazi lebensraum propaganda and promise to recover territories in gaining political support. • The significance for Nazi support of the growth of both left and right-wing extremism as a consequence of the Versailles terms. <p>In arguing that the terms of the Versailles treaty were not the main reason, answers might consider:</p> <ul style="list-style-type: none"> • The significance of economic factors including the Wall Street Crash and Nazi economic support of, or promises to, small businesses, farmers, industrialists in generating political support. • The contribution of Hitler’s personality and skill as a figurehead of opposition (e.g. <i>Mein Kampf</i> and the propaganda of Weltanschauung) in gaining popular support. • The political support generated by alliances with other parties on the right (e.g. Harzberg Front) • The role of the NSDAP organization – paramilitarism, gauleiters, Hitler Youth movement etc. in generating political support. • The significance of the SA in disrupting the 		<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 higher levels candidates will focus on evaluating factors for and against the hypothesis but at Level 4 may simply describe a range of reasons for Hitler’s rise. • At Level 5 there will be judgement as to how significant the terms of the Treaty of Versailles were in Hitler’s rise. • At higher levels candidates might establish criteria against which to judge significance. • To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			<p>political activities of their opponents.</p> <ul style="list-style-type: none">• The significance of the constitution and structure of the Weimar political system for the NSDAP rise to power: proportional representation, Hindenburg's presidency, Article 48.• The role of popular anti-Semitic ideas in generating support for Hitler.		

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 Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<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 Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 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 10–12 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 7–9 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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 4–6 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 1–3 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.

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