



A-LEVEL HISTORY

Unit HIS3L: From Defeat to Unity: Germany, 1945–1991

Mark scheme

June 2015

V1 Final Mark Scheme

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this Mark Scheme are available from aqa.org.uk

Generic Introduction for A2

The A2 History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since a good historian must be able to combine a range of skills and knowledge. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or low Level 2 if some comment is included. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at Level 2 or low Level 3 depending on their synoptic understanding and linkage of ideas. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(b)) and will have access to the higher mark ranges.

To obtain an award of Level 3 or higher, students will need to address the synoptic requirements of A Level. The open-ended essay questions set are, by nature, synoptic and encourage a range of argument. Differentiation between performance at Levels 3, 4, and 5 therefore depends on how a candidate's knowledge and understanding are combined and used to support an argument and the how that argument is communicated.

The mark scheme emphasises features which measure the extent to which a candidate has begun to *'think like a historian'* and show higher order skills. As indicated in the level criteria, students will show their historical understanding by:

- The way the requirements of the question are interpreted
- The quality of the arguments and the range/depth/type of material used in support
- The presentation of the answer (including the level of communication skills)
- The awareness and use of differing historical interpretations
- The degree of independent judgement and conceptual understanding shown

It is expected that A2 students will perform to the highest level possible for them and the requirements for Level 5, which demands the highest level of expertise have therefore been made deliberately challenging in order to identify the most able students.

CRITERIA FOR MARKING GCE HISTORY:**A2 EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- Depth and precision in the use of factual information
- Depth and originality in the development of an argument
- The extent of the synoptic links
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- The way the answer is brought together in the conclusion

June 2015

A2 Unit 3: The State and the People: Change and Continuity

HIS3L: From Defeat to Unity: Germany, 1945–1991

Question 1

- 01** 'Building the Berlin Wall was necessary because the GDR had failed to secure the loyalty of its citizens in the years 1949 to 1961.'
Assess the validity of this view. **[45 marks]**

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme for essays at A2

Nothing written worthy of credit. **0**

- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed

by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students will need to identify and explain the various factors that led to the building of the Wall in 1961. The key quotation focuses on the failure of the GDR to gain loyalty or acceptance from its citizens.

Evidence to support this view might include:

- the Berlin Blockade of 1948–1949 already showed how people preferred to be in the West than the East – West Berliners rejected attempts to win them over by ration cards and stuck it out where they were
- the 1953 uprising in East Berlin showed how weak the Ulbricht regime was and how much it depended on Stasi repression and support from the USSR
- living standards lagged far behind the West in the early 1950s and the gap widened rapidly. State planning of industry in the GDR was highly inefficient – both the availability and the quality of consumer goods was hopelessly behind FRG standards
- above all, the GDR was ‘bleeding to death’ by westward migration. The number of people leaving for the West was already large by the late 1950s and the rate of migration was accelerating sharply. It reached crisis levels by 1960–1961
- the people leaving were the young and the skilled. The demographic implications for the GDR were horrendous.

Evidence to challenge this view, pointing to the importance of other factors, might include:

- the GDR was actually making solid achievements in education and social provision
- the decisive factor in the westward migration was the deliberate poaching of workers, who were ‘bribed’ by job offers and lavish support when they went west. The FRG was actually achieving its ‘economic miracle’ by robbing the GDR of the people it had trained and educated
- the FRG and especially West Berlin were artificially prosperous because of the American finance poured in, motivated by the Cold War
- the building of the Wall was not only a matter of stemming the loss of population. The lead came from Khrushchev as much as from Ulbricht.

Question 2

- 02** 'The legacies of war and Nazism caused deep political problems for West Germany throughout the years 1945 to 1989.'
Assess the validity of this view. **[45 marks]**

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme for essays at A2

Nothing written worthy of credit. **0**

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Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

This question requires breadth, covering the Allied occupation; the years of Adenauer, Erhard and the Economic Miracle; the years of transition in the later 1960s; the years of SPD dominance under Brandt and Schmidt; and the emergence of Helmut Kohl. Answers should address the whole timescale but cannot be expected to be comprehensive.

Evidence to support the proposition might include:

- the post-war situation presented a dangerous political vacuum and lack of legitimacy
- the Adenauer years involved a lot of 'collective amnesia', ignoring difficult issues arising from the legacies of war and Nazism
- in the 1960s there was a resurgence of controversies over the Nazi past. This included personal attacks on Kiesinger for his Nazi links early in his career, and protests from youth and left-wing political groups against the 'silence' of the FRG about the past
- there was a surge in support for the far-right NPD, especially in 1967 and 1968. The far-right strongly attacked Willy Brandt for his policies of reconciliation in the early 1970s
- the problems with extremist groups and urban terrorism in 1968 and during the 1970s were closely associated with the problems of confronting the Nazi legacy
- in the late 1970s and early 1980s, many people were ready to believe (unjustified) claims that the GDR had coped better in the long run with the legacies of the past than had the FRG.

Evidence to challenge the proposition might include:

- allied occupation of the Western zones was stable and effective, and was popular with most West Germans
- West Germany was a triumphant success story from 1949. There was democracy, genuine political consensus and lasting economic prosperity. Left and Right wing extremism was successfully dealt with
- perhaps belatedly, the FRG **did** indeed address the difficult legacies of the past, in the education system and by the public gestures of Willy Brandt
- the economic problems of the 1970s, such as inflation, affected the FRG less badly than other countries, such as Britain. This was achieved by political consensus in the FRG
- the EEC/EU was a sustained success story, largely led by Germany
- by 1989, the superiority of the FRG over the GDR was clear.

One feature of very good answers may be differentiation, particularly relating to change over time.

Question 3

- 03** 'For all Germans, the high expectations raised by the fall of the Berlin Wall in 1989 had turned to disappointment by the end of 1991.'
Assess the validity of this view. **[45 marks]**

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme for essays at A2

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Indicative content

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Students will need to analyse the impact of the fall of the Berlin Wall after its 28 years of existence and to reach a balanced evaluation of the ‘high expectations’ Germans, both in the East and in the West, held immediately after the Wall came down. These expectations were fuelled by the high-speed policies of Helmut Kohl and his ‘rush to unity’, including bold promises in the lead-up to the post-unification election in 1990.

Balanced against this is the requirement for a balanced assessment of the changes in attitude as the novelty of re-unification wore off – measuring the degree of disappointment and disillusionment that had emerged by the end of 1991.

Evidence to support the view that there was extreme disappointment and disillusion by late 1991 might include:

For both East and West:

- the inevitability of disappointment – the fevered expectations of November 1989 were simply impossible to sustain
- dissatisfaction with Helmut Kohl and the rash promises he made
- the ‘Wall in the Head’ – the difficulty in adjusting to the sudden ending of a long-term situation.

For ‘Ossis’:

- the complete collapse of GDR industries
- bitterness when they found jobs and purchasing power reduced or non-existent
- the beginnings of ‘Ostalgie’ for the social safety net they had lost.

For ‘Wessis’:

- resentment of ‘moaning’ Ossis
- concern at the enormous financial costs of restructuring the former East
- anxiety about the resumption of westward migration out of the former GDR and all the problems it might cause
- worries that the sudden collapse of the GDR was stoking a rise in far right skinhead extremism.

Evidence there was considerable satisfaction among Germans in spite of the difficulties might include:

- there was freedom of travel and families could be reunited
- young East Germans could look for jobs in the West
- East Germans had access to better quality consumer goods
- the opening of the Stasi files was welcomed in both East and West – as was the ending of the dictatorship itself

- massive investment in the re-structuring of the former GDR benefited the East and opened up opportunities for investment in the West.

One feature of higher-level answers may be differentiation between different sections of society; or conceptual depth on what the expectations actually were.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion