

**GCE**

**History A**

**Unit : Y221/01 Democracy and Dictatorships in Germany 1919  
- 1963**

Advanced GCE

**Mark Scheme for June 2017**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2017

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

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

## MARK SCHEME

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>Which of the following had a greater influence on the recovery of Weimar Germany 1924-1929</b></p> <p><b>(i) The leadership of Stresemann</b>  <b>(ii) The actions of the USA</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <p><b>In dealing with the leadership of Stresemann,</b></p> <ul style="list-style-type: none"> <li>• Answers might consider his creation of the Rentenmark to stabilise the currency and end the period of hyperinflation.</li> <li>• Answers might consider his formation of a ‘Grand Coalition’ to provide the political leadership needed to stabilise the Republic and the improved relations he forged with other European powers and the USA.</li> <li>• Answers might also consider the ongoing challenges Stresemann faced stabilising the economy and dealing with opposition.</li> </ul> <p><b>In dealing with the actions of the USA,</b></p> <ul style="list-style-type: none"> <li>• Answers might consider the creation of the Dawes Plan in 1924 which formulated a more realistic proposal for the payment of reparations and loaned money to help Germany pay.</li> <li>• Answers might consider the Young Plan of 1929 which reduced overall reparation payments and dismantled international controls over the German economy.</li> <li>• Answers might also consider the limitations of these proposals and ongoing economic problems in spite of them.</li> <li>•</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• 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.</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>
1	(b)*	<b>How successful was Nazi economic policy in the years</b>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> </ul>

		<p><b>1933-1939?</b></p> <p><b>In arguing that Nazi economic policy was successful, Answers might consider</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the positive economic picture in 1939 as compared with the Nazi's inheritance in 1933.</li> <li>• <b>Answers might consider</b> the large reduction in unemployment by 1939.</li> <li>• <b>Answers might consider</b> the growth of manufacturing industry, particularly the motor industry and war production.</li> <li>• <b>Answers might consider</b> the revival of agriculture, through policies such as a moratorium on debts, increased tariffs and fixed prices for commodities; increased agricultural productivity by 1939.</li> <li>• <b>Answers might consider</b> policies to protect the middle classes, such as the Law for the Protection of Individual Trade, which was consistent with Nazi aims.</li> <li>• <b>Answers might consider</b> the achievement of high levels of self-sufficiency in many goods by 1939, consistent with the Nazi's aim of autarky.</li> <li>• <b>Answers might consider</b> the success of Mefo Bills (1933) and the New Plan (1934) in financing rearmament and Goering's creation of a war economy through the Four Year Plan (1937).</li> </ul> <p><b>In arguing that Nazi economic policy was not successful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the somewhat false picture created by falling unemployment figures, which were at least in part created through the removal of people from the labour market through the Voluntary Labour Service, compulsory military service and the squeezing out of women.</li> </ul>	<ul style="list-style-type: none"> <li>• At higher levels candidates will focus on 'how successful', but at Level 4 may simply list successes and failures.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the extent of success/failure in different areas.</li> <li>• At higher levels candidates might establish criteria against which to judge success.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</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>
--	--	---	--

		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> on-going problems in agriculture, particularly unprofitability of farming and the flight of farmers off the land into towns.</li> <li>• <b>Answers might consider</b> the on-going struggle of small and medium sized businesses, many of which went out of business in this period.</li> <li>• <b>Answers might consider</b> the failures of Goering's Four Year Plan, with Germany still heavily reliant on imports by 1939, labour shortages and production problems, and a growing risk of serious inflation.</li> </ul>		
2	(a)	With which social group did the Nazis have greater	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> </ul>

		<p><b>success in imposing their ideals in the years 1933-1939?</b></p> <p><b>(i) Youth</b> <b>(ii) Women</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <p><b>In dealing with youth</b>, answers might consider the extensive apparatus set up for indoctrinating youth through both education and youth organisations including the Hitler Youth and the League of German Maidens.</p> <ul style="list-style-type: none"> <li>• Answers might consider the effectiveness of a policy which began indoctrinating children at a very young age and controlled almost every facet of their lives.</li> <li>• Answers might also consider the numerous examples of lack of commitment and resistance, particularly among teenagers and young adults, for example the swing movement and the Edelweiss Pirates.</li> </ul> <p><b>In dealing with women</b>, answers might consider the wide range of social organisations and propaganda tools used to indoctrinate women from childhood through to adulthood.</p> <ul style="list-style-type: none"> <li>• Answers might consider the rising birth and marriage rates through the period, indicating ideological buy-in from women (although this was coupled with a rise in divorces which indicates less commitment).</li> <li>• Answers might also consider the need for the Nazis to pull away from their 'ideal' model of a woman at home at the heart of the family as the growth of the war economy towards the end of the period required more women in work.</li> </ul>		<ul style="list-style-type: none"> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• 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.</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> <li>•</li> </ul>
2.	(b)*	'The foreign policy of the Federal Republic of	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> </ul>

		<p><b>Germany was its greatest success in the years 1949-1963'. How far do you agree?</b></p> <p><b>In arguing that foreign policy was its greatest success,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> Adenauer's clear vision for a Germany fully integrated with the West and his preparedness to alienate the West from the East to achieve this. The unprecedentedly quick reconciliation with former Western opponents and achievement of a relationship of equals.</li> <li>• <b>Answers might consider</b> West Germany's rapid integration into organisations for economic integration and cooperation – the Organisation for European Economic Cooperation (OEEC, 1949) and the European Coal and Steel Community (ECSC, 1951) and ultimately the European Economic Community (EEC, 1957).</li> <li>• <b>Answers might consider</b> the remilitarisation of Germany and admission of the FRG into NATO in 1955</li> <li>• <b>Answers might consider</b> Adenauer's relations with the communist East, refusing to recognise the GDR in the Hallstein Doctrine (leaving the door open for future reunification), negotiating the return of German prisoners of war from the USSR and overseeing the reintegration of the Saar in 1957.</li> </ul> <p><b>In arguing that other successes were greater,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the survival and flourishing of a democratic political system, despite the legacy of Weimar instability, Nazi rule and war; the effective safeguards put in place to prevent a repeat of the events of the past and to work towards a unified Germany in the future.</li> <li>• <b>Answers might consider</b> Adenauer's 'Economic</li> </ul>	<ul style="list-style-type: none"> <li>• At higher levels candidates will focus on 'how far', but at Level 4 may simply list the successes.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the various successes.</li> <li>• At higher levels candidates might establish criteria against which to judge the successes.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</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>
--	--	---	---

		<p>Miracle', with rapid growth in GNP, rising employment and production and good industrial relations.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> rising standards of living, which in turn led to high levels of support for the government and created social stability.</li> <li>• <b>Answers might consider</b> the process of reconciliation with the Nazi past, reintegrating former Nazis into society and politics and addressing issues of restitution and reparations for those that suffered under Nazi rule, which created social stability.</li> <li>• <b>Answers might consider</b> the assimilation of refugees from the East and the propaganda victory against communism achieved through the success of the West German state.</li> </ul>		
--	--	---	--	--

APPENDIX 1 – this contains the generic mark scheme grids.

	<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 Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**

**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

© OCR 2017

