



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 3
BREADTH STUDY 9
CHANGING LEADERSHIP AND SOCIETY IN
GERMANY, c. 1871-1989

1100UJ0-1

INTRODUCTION

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

UNIT 3

BREADTH STUDY 9

CHANGING LEADERSHIP AND SOCIETY IN GERMANY c. 1871-1989 MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

The questions each assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this assessment is 30.

The structure of the mark scheme

The mark scheme for Unit 3 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

To what extent did Bismarck's social and economic reforms have a largely positive impact on the lives of the German people in the period 1871-1914?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Bismarck's social and economic reforms had a largely positive impact on the lives of the German people in the period 1871-1914. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Bismarck's social and economic reforms had a largely positive impact on the lives of the German people in the period 1871-1914. In order to reach a substantiated judgement about this issue, candidates may argue that Bismarck's reforms did have a positive impact on the lives of Germans. The response might consider supporting the proposition by considering:

- Germany was transformed in the first two decades of the Empire from a predominantly agrarian state into an industrial nation. The transformation was accompanied by major changes in her social structure: the industrial bourgeoisie and the industrial proletariat. Bismarck was primarily responsible for this change.
- Bismarck in his so called 'liberal era' introduced some forward looking socio-economic progressive legislation which transformed society.
- The Bismarckian era provided dramatic advances for the German economy. Coal and steel production soared and Germany's merchant marine became the second largest in the world. The railway network doubled as Germany was transformed economically and socially during the period 1890-1914. Its economy grew spectacularly becoming the strongest in Europe. Significant numbers of people moved from the countryside to the towns and cities.
- Heavy industry witnessed a spectacular acceleration and pace of output during Bismarck's period in control. This led to an expansion in railway development and in the merchant navy. By the outbreak of WWI, Germany had a substantial lead in the new chemical and electrical industries. Employment opportunities soared in most of Germany.
- There was a steady development of banking, finance and industrial cartels which financed the economy and helped generate further growth under Bismarck.
- Bismarck created a collective social loyalty to the state through manipulation, diversion and suppression. The social reform legislation of the 1880s had defused the threat of working class opposition.
- The economic and social structure of Germany did not stand still under Bismarck. German industry continued to develop and Bismarck had contributed by his strategy of compromise and concession to economic forces. By his fall he had left behind a dynamic economy and society.

Candidates might consider challenging the proposition in the question by arguing that Bismarck's social and economic reforms were not largely positive and that they had many negative impacts on the German people. The response might consider:

- Economic growth under Bismarck was uneven. Bismarck was fortunate regarding Germany's abundance in raw materials and her ability to exploit technology already tried and tested in Britain.
- Bismarck was forced to reject free trade policies and to adopt protectionism which hurt some German industries.
- Bismarck set up a repressive, authoritarian state in Germany. When Bismarck introduced the social reform legislation it was not to transform the working and living conditions of the workers but to maintain the stability of the system. After his fall in 1890 Caprivi introduced more progressive reforms.
- Bismarck left behind a legacy of unresolved problems at home. The image of a passive, manipulated populace satiated by reformist policies is misleading.
- The May laws were the spearhead of an attack on the Catholic Church and the Kulturkampf (the struggle for civilisation). The education of clergy, clerical appointments, and the inspection of Church schools were brought under state control.
- The anti-socialist laws crippled the organisation of socialism, outlawed trade unions and closed newspapers.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to whether Bismarck's reforms had a largely positive impact on the lives of the German people in the period 1871-1914.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

‘Ideological differences were mainly responsible for the contrasting social and economic development of East and West Germany in the period 1947-1989.’ Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which ideological differences were mainly responsible for the contrasting social and economic development of East and West Germany 1947-1989. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which ideological differences were mainly responsible for the contrasting social and economic development of East and West Germany. In order to reach a substantiated judgement about this issue, candidates may argue that ideological differences paved the way for the economic reconstruction of West Germany and that capitalist aid was rejected in East Germany leading to great contrasts in economic development. The response might consider supporting the proposition by considering:

- The ideological differences between the Soviet communist system and the western capitalist system helped to set the context of contrasting development. This ideological difference manifested itself in the belief of each side in the superiority of its own social and economic system.
- East and West Germany had different attitudes towards social and economic development. West Germany was able to restructure and adapt its industry to meet the challenges of a global economy. West Germany developed the ‘social market economy’, a middle way between unregulated private enterprise and state controlled economy. The East German economy was highly regulated and nationalised under state control.
- East and West Germany had contrasting social and economic systems which affected prosperity and led to disparities in the quality of life in East and West Germany. The East followed Soviet-style central planning whilst the West with its more diverse social make up was able to maintain its competitiveness.

Candidates might consider challenging the proposition in the question by arguing that in many respects the importance of ideological differences has been overstated and that the contrasting economic and social development of East and West Germany is the result of more complex forces. The response might consider:

- Marshall Aid required the West German government to co-ordinate their economic policies in order to use the Aid to the best advantage. Once the reconstruction had been put in motion, it became possible to think of West Germany in terms of Western European integration.
- The transition of West Germany from occupation to Federal Republic was an economic miracle. Marshall Aid was a major turning point in the West German economic development and had wide social ramifications. It had humanitarian consequences.

- West Germany had an ample and relatively cheap labour force on which to base its social and economic recovery. Also West Germany introduced the guest worker scheme. By 1966 this had expanded to 1.2m. In contrast, East Germany lost nearly 4m of its potential labour force, leaving the country short of a valuable asset.
- Membership of European organisations allowed West Germany to take full advantage of the liberalised global economy. West Germany was an export led economy. East Germany was tied economically to the communist bloc.
- The different industrial bases of East and West Germany were another key factor in economic development and its effects on society.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which ideological differences were mainly responsible for the contrasting economic and social development of East and West Germany in the period 1947-1989.

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree that the downfall of the Weimar Republic was the most significant turning point in the political development of Germany in the period 1871-1989?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the downfall of the Weimar Republic was the most significant turning point in the political development of Germany in the period 1871-1989. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which the downfall of the Weimar Republic was the most significant turning point in the political development of Germany in the period 1871-1989. In order to reach a substantiated judgement about this issue, candidates may argue that the downfall of the Weimar Republic was the most significant turning point in the political development of Germany in the period 1871-1989. Germany had for the first time embraced parliamentary government and its collapse represented a significant turning point. The response might consider supporting the proposition by considering:

- Although the Weimar Republic was something of an aberration in the political development of Germany the failure of this parliamentary system was a significant turning point. It was a period of government sandwiched between two authoritarian phases: Kaiser and Hitler's Germany. It was a new political experiment which failed.
- The downfall of the Weimar Republic offered the potential for revolutionary upheaval – either from right or left wings.
- The downfall of the Weimar Republic paved the way for the Nazification of Germany. The Republic had been unable to develop a system of parliamentary parties strong enough to give stability to its democracy. The lack of political cohesion in the face of a popular anti -democratic movement led to the disaster of the 1930s and 1940s. This was a major turning point.
- The downfall of Weimar was facilitated by three complex forces. The depression reopened an economic scar which never healed; it undermined the democratic process and allowed Hitler to destroy the system from within. The whole process was a turning point in the political development of Germany.

Learners might consider challenging the proposition in the question by arguing that the downfall of the Weimar Republic was not the most significant turning point in the political development of Germany. The response might consider alternate factors such as:

- The Weimar Republic was an artificial regime brought into existence by the peculiar circumstances that prevailed in Germany in 1918. Its collapse and failure was not unexpected so its downfall can hardly be a turning point.

- The Weimar Republic had its roots in the tradition of German social democracy that can be traced back to the Bismarckian era. There was a strong element of continuity within Weimar Germany, rather than its downfall being the most significant turning point.
- Furthermore, the political parties, the key institutions, the civil service, judiciary and army all remained in tact at least for a while after 1933. There was a surprising degree of continuity after 1933 as opposed to a remarkable turning point.
- The fall of Bismarck and the establishment of the Kaiser Reich in the 1890s can be seen as a more significant turning point because it marked the transition from the Bismarckian era of unification and national consolidation to the Wilhelmine era, where the political agenda was shaped by the rise of a new kind of popular politics and the desire to secure Germany's place in the world.
- The totalitarianism of the Nazi era marked on the one hand a new departure in political development of Germany and yet had continuity with the authoritarian tradition. The Nazi era created a revolution of destruction which had no points of comparison as a turning point.
- The division of Germany in 1945 and the process towards re-unification were also significant turning points in the political development of Germany after World War II.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the downfall of the Weimar Republic was the most significant turning point in the political development of Germany in the period 1871-1989.

GENERIC MARK SCHEME UNIT 3

THIS CAN BE USED WITH ALL QUESTIONS

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer.

Band 6 CHARACTERISTICS		<i>The response is specifically focused on covering the whole or nearly all of the set period and debating the key concept in the question set and provides a substantiated, sustained and integrated judgement. It demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme.</i>
B6H	30	The response engages with the exact key concept in the question set covering the whole of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides a fully analytical, evaluative and lucid essay with a fully convincing and substantiated judgement.
B6S	27	The response engages with the key concept in the question set covering nearly all of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides an analytical, evaluative and lucid essay with a convincing and substantiated judgement.

Band 5 CHARACTERISTICS		<i>The response is mainly focussed on covering the greater part of the set period and debating the key concept in the question set. It demonstrates mostly accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported, balanced and appropriate judgement.</i>
B5H	25	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with a balanced and appropriate judgement.
B5S	23	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with an appropriate judgement
B5C	21	The response begins to show some characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period, especially in Section B.]</i>

Band 4 CHARACTERISTICS		<i>The response attempts to cover most of the set period and debates discusses the key concept in the question set. It demonstrates some accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported judgement</i>
B4H	20	The response is mainly focused on covering most of the set period and there will be a meaningful discussion of how the main features and characteristics associated with the theme had an impact on the key concept. There will be a balanced judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept and covers most of the period in the question set. There will be an attempt to outline features and characteristics associated with the theme. There may well be a series of mini judgements and some drift.

Band 3 CHARACTERISTICS		<i>The response has some patchy period coverage; there is some accurate and relevant knowledge of the main issues associated with the relevant theme.</i>
B3H	15	The response tends to focus on using a highly structured series of features and characteristics associated with the theme. The response will offer a judgement with some support, often by considering factors for and against. There will be some patchy period coverage
B3S	13	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme.

Band 2 CHARACTERISTICS		<i>The response is largely based on the general theme but is descriptive / narrative; period coverage will be narrow or lack chronology</i>
B2H	8	The response is a predominantly descriptive / narrative account of the features and characteristics associated with the theme. There will be a “tagged on” judgement.
B2S	6	The response is limited to a descriptive / narrative account of the features and characteristics associated with the theme, with no judgement attempted.

Band 1 CHARACTERISTICS		<i>The response is undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the associated theme.
B1S	3	The response is very brief and / or largely irrelevant.
	0	Use for incorrect answers