



Oxford Cambridge and RSA

**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for November 2020**

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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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## Annotations

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

## Subject Specific Marking Instructions

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>Which of the following saw greater economic success in the period from 1949 to 1963?</b></p> <p><b>i. The Federal Republic of Germany</b>  <b>ii. The German Democratic Republic</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the FDR</b>, answers might consider the transition to a capitalist economic model.</li> <li>• Answers might consider the ‘economic miracle’.</li> <li>• Answers might consider the rise in the standard of living and the increased demand for consumer goods.</li> <li>• <b>In dealing with the GDR</b>, answers might consider changes in agriculture, for example collectivisation.</li> <li>• Answers might consider industrialisation and the nationalisation of heavy industry.</li> <li>• Answers might consider the adoption of a Soviet-style planning system.</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 economic change 1949-63</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or make 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 marks scheme.</li> </ul>
1	(b)*	<p><b>Assess the impact of Nazi racial policies in the years from 1933 to 1939.</b></p> <p><b>In arguing that the main impact was loss of rights and freedoms of Jewish people</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>• The establishment of formal legal categories of race, and the enforcement of these through biological and legal examinations, which would be used to determine people’s rights.</li> <li>• The immediate actions taken by the Nazis in 1933 to restrict Jews’ rights and freedoms, for example</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on assessment of impact, 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</li> </ul>

		<p>sacking those who held publicly-funded offices.</p> <ul style="list-style-type: none"> <li>• The consequences of the Nuremburg Laws of 1935, which stripped Jews of German citizenship and all civil and political rights.</li> <li>• The loss of freedom of speech and the censorship of Jewish authors, for example through public book burnings.</li> <li>• The continued restrictions placed on Jews' right to hold property, have employment and gain an education, in comparison to non-Jews in Germany who did not face the same restrictions.</li> <li>• The escalation of the loss of rights and freedoms after 1938, for example banning Jews from owning radios.</li> </ul> <p><b>In arguing that other impacts were significant, answers might consider:</b></p> <ul style="list-style-type: none"> <li>• The emigration and resettlement of Jewish people from Germany.</li> <li>• The economic consequences of Nazi policies on Jewish people and communities.</li> <li>• The increased separation between Jewish and non-Jewish people and communities which was imposed by the State, for example by segregating education and preventing marriage and sexual relations between Jews and non-Jews in Germany.</li> <li>• The impact of terror and violence on Jewish people.</li> <li>• That the impact of racial policies was not consistent, for example an increase in magnitude after Kristallnacht was orchestrated.</li> <li>• The way that the Nazi Dictatorship used racial policies to win support and loyalty among certain groups, such as members who joined the SA and SS.</li> <li>• The indoctrination of the German population into</li> </ul>		<p>assertions.</p> <ul style="list-style-type: none"> <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>
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		<p>anti-Semitic beliefs through education, propaganda, and 'race science'.</p> <ul style="list-style-type: none"> <li>• Nazi racial policies aimed at other groups such as gypsies/Roma.</li> </ul>		
2	(a)	<p><b>Which of the following had greater consequences for the lives of German civilians in the years 1939 to 1949?</b></p> <p><b>i. The impact of the Second World War 1939-1945</b>  <b>ii. The impact of the Cold War 1945-1949</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the impact of the Second World War</b>, answers might consider impact of Allied bombing.</li> <li>• Answers might consider rationing and the decline in standard of living.</li> <li>• Answers might consider the requirements of 'Total War'; and conscription on the population.</li> <li>• <b>In dealing with the early Cold War</b>, answers might consider the impact of Allied occupation of Germany.</li> <li>• Answers might consider the political and economic changes in both the Western and Eastern zones.</li> <li>• Answers might consider conditions for civilians in Berlin during the Blockade and Airlift.</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 the impact on German civilians 1939-49.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or make 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 marks scheme.</li> </ul>
2.	(b)*	<p><b>'The Government of the Weimar Republic was largely successful in the years from 1919 to 1929.' How far do you agree?</b></p> <p><b>In arguing that it was successful</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>• The negotiation of a peace treaty to bring a formal</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <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> </ul>

		<p>end to the War.</p> <ul style="list-style-type: none"> <li>• The renegotiation of reparations payments under the Dawes Plan and later the Young Plan.</li> <li>• The creation of a constitution and the survival, for over a decade, of Germany’s first parliamentary democracy.</li> <li>• The ability of the government to deal with opposition during the unstable early years.</li> <li>• Financial recovery 1924-29.</li> <li>• Successes in foreign policy, for example the Locarno Treaty, and joining the League of Nations.</li> <li>• The successful leadership of Stresemann.</li> <li>• The ‘golden age’ of culture.</li> </ul> <p><b>In arguing that the government was not successful,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• The instability of the years 1919-24 with rebellions from both the Left and the Right.</li> <li>• The legacy of the Treaty of Versailles and the problems of the Rhineland and reparations which were never fully resolved.</li> <li>• The problems of unstable coalition government and the failures to inspire sufficient support for democratic government.</li> <li>• Ongoing opposition from left and right wing parties and special interest parties throughout the period.</li> <li>• Structural weaknesses in the economy, such as a reliance on foreign loans and extremely high welfare commitments.</li> <li>• Over-reliance on Stresemann’s leadership, which led to problems upon his death.</li> <li>• Cultural divisions as a consequence of cultural change.</li> </ul>		<ul style="list-style-type: none"> <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>
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