



**GCE**

**History A**

**Y251/01: Non-British period study: Democracy and dictatorships in Germany 1919-1963**

AS Level

**Mark Scheme for June 2024**

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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 5 PRACTICE AND 6 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:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- 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
<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
<b>U</b>	Unclear
<b>V</b>	View

Annotation	Meaning
<b>S</b>	Synthesis
<b>E</b>	Continuity/Change

Question		Answer	Mark	Guidance
1*		<p><b>Assess the reasons for the support of the Nazi Dictatorship, in Germany, in the period from 1933 to 1939.</b></p> <p><b>In arguing that the main reason for support was satisfaction with the regime</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>Effectiveness of Nazi propaganda e.g. exploitation of radio broadcasting through the Reich Radio Co.</li> <li>Development of the Hitler myth by Goebbels as a logical development of the <i>Führerprinzip</i></li> <li>The impact of Gleichschaltung e.g. in the field of education</li> <li>The popularity of Nazi youth policy e.g. as evident in the growing numbers of participants (60% of German youth by 1936)</li> <li>The appeal of populist initiatives such as 'Strength through Joy'</li> <li>Economic successes e.g. reduction of unemployment, public works' schemes</li> <li>The compliance of key institutions e.g. the Catholic Church</li> </ul> <p><b>In arguing that other factors were important</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>The dismantling of democracy and opportunities for freedom of expression</li> <li>Effectiveness of censorship e.g. book burnings and suppression of 'decadent' art</li> <li>The reorganization of law courts and introduction of tougher sentences for a range of crimes</li> <li>The activities of the SS and the Gestapo e.g. in controlling communities through block wardens</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>No set answer is expected.</li> <li>At Level 5 there will be a judgement as to reasons for support</li> <li>At Level 5 answers might establish criteria against which to judge reasons for support</li> <li>To be valid, judgements 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 mark scheme.</li> </ul>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"><li>• The persecution of political opposition e.g. communists and Social Democrats</li><li>• The persecution of minority groups e.g. Jews, homosexuals, Roma, etc.</li><li>• The fear of being sent to Dachau or one of the subsequent concentration camps</li><li>• Enforced participation e.g. compulsory membership of Hitler Youth (from 1939), increased career opportunities for party members, conscription (from 1935)</li></ul>		

Question		Answer	Mark	Guidance
2*		<p><b>'The division of Germany was the most important consequence of the Second World War for Germans in the period from 1945 to 1949.'</b></p> <p><b>How far do you agree?</b></p> <p><b>In arguing the division of Germany was the most important consequence</b>, answers might argue:</p> <ul style="list-style-type: none"> <li>• It divided Germany into zones, which became established over time in the form of Bizonia and Trizonia, and eventually a Germany divided into the FRG and GDR.</li> <li>• It led to the Cold War tensions over Berlin and caused the Berlin Blockade</li> <li>• It laid the foundations for economic recovery and, ultimately, the 'economic miracle' in West Germany</li> <li>• It laid the foundations for democracy in West Germany and the 'Basic Law' (1949)</li> <li>• It laid the foundations for the economic, military and political integration of West Germany with the West at large</li> <li>• It paved the way for the creation of an undemocratic 'state within a state' in the east</li> <li>• It created an entirely different social, economic and cultural landscape for people living in the east compared to those in the west</li> <li>• Families were divided with the separation of eastern and western zones.</li> </ul> <p><b>In arguing that other consequences were important</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>• The social and economic consequences of the deaths of family members during the war</li> </ul>	30	<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><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be a judgement as to the extent of significance of consequences.</li> <li>• At Level 5 answers might establish criteria against which to judge significance of consequences.</li> <li>• To be valid, judgements 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 mark scheme.</li> </ul>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>• The loss of wartime work opportunities for women partly because of cheap labor from migrants from the east</li> <li>• The loss of property as a cause of post-war poverty</li> <li>• The loss of homes and the need to house refugees in the post-war period</li> <li>• The impact of demilitarization, denazification, retribution and compensation in post-war Germany</li> <li>• Shortages of resources e.g. food and fuel, and the impact on the German population</li> <li>• The economic consequences of the collapse of the currency at the end of the war (e.g. black market; introduction of Deutschmark)</li> <li>• The loss of German industrial and technological developments, including the Allies claiming all German patents</li> <li>• Reorganization of land ownership in the east with estates divided among peasants</li> </ul>		

Question		Answer	Mark	Guidance
3		<p><b>'The general impression is of little opposition and there is much evidence of Hitler's genuine popularity.'</b></p> <p><b>J. Hite and C. Hinton, Weimar and Nazi Germany, published in 2000.</b></p> <p><b>Evaluate the strengths and limitations of this interpretation of opposition and resistance in Germany in the period from 1939 to 1945, making reference to other interpretations you have studied.</b></p> <p><b>The historical debate centres on the extent to which</b> there was opposition (both major and minor forms of opposition) to the Nazi regime in Germany during the Second World War and how far Hitler was a genuinely popular leader.</p> <p><b>In analysing and evaluating the strengths and weaknesses of the interpretation</b>, answers might consider different ways of identifying, defining and measuring opposition. Answers might consider how far gestures of support for Hitler and the regime can be interpreted as evidence of genuine popularity.</p> <p><b>In analysing and evaluating the strengths of the given interpretation</b>, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Evidence for the endurance of the Hitler myth, e.g. attendance at Party rallies</li> <li>• The maintenance of the war effort to the very end, despite the inevitability of defeat</li> <li>• The fact that the regime fell due to invasion from outside rather than rebellion within</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected.</li> <li>• Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation.</li> <li>• Candidates must refer to at least one other interpretation.</li> <li>• The quality of analysis and evaluation of the interpretations should be considered when assigning answers to a level, not the quantity of other interpretations used in the answer.</li> <li>• Other interpretations considered as part of evaluation and analysis do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate's own viewpoint.</li> <li>• Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however for level 5 there should be well supported evaluation of both and for level 4 supported evaluation of both, in line with levels descriptors.</li> </ul>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>The absence of evidence for widespread opposition to Nazi wartime atrocities including the Final Solution</li> <li>The compliance of many of Germany's churches</li> <li>The absence of any mass protests against the regime within Germany at any point during the war</li> <li>The loyalty of the army and most of its general staff</li> <li>The loyalty to, and adoration of, Hitler among the Nazi elite</li> </ul> <p><b>In analysing and evaluating the weaknesses of the given interpretation</b>, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>The scale of widespread low-key opposition such as non-participation by refusing to attend Nazi Youth meetings, helping persecuted minorities, refusing to salute</li> <li>The extensive activities of alternative cultural groups including the Swing Movement and the Edelweiss Pirates</li> <li>The existence and activities of a range of organized military and political groups opposed to the regime including the White Rose group, the Kreisau Circle, the Red Orchestra</li> <li>The existence and attitude of the Confessing Church and the open opposition of Bonhoeffer and other Christian activists</li> <li>The suicide of many critics of the regime, notably the actor Joachim Gottschalk and his wife</li> <li>The July 1944 Bomb Plot and several other attempts to assassinate Hitler (in 1939, 1940 and 1943)</li> </ul>		<ul style="list-style-type: none"> <li>Candidates are not required to construct their own interpretation.</li> </ul>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>The repressive and reactionary acts of the regime indicating the scale of (and the regime's fear of) opposition (e.g. the execution of at least 5000 following the failed July 1944 bomb plot)</li> <li>The thousands of Germans living in exile, in concentration camps, or in fear and loathing because of their convictions or circumstances</li> </ul> <p><b>Other interpretations that might be used in evaluation of the given interpretation are:</b></p> <ul style="list-style-type: none"> <li>Interpretations which argue that there was considerable opposition to the regime but that State repression explains the general impression that there was little opposition.</li> <li>Interpretations which argue that many ordinary Germans were indifferent to politics and only interested in daily life, therefore compliance or non-compliance does not indicate a political stance.</li> <li>The interpretation that many German people could retain an affection for Hitler while, at the same time, becoming deeply disaffected with the regime he represented.</li> </ul>		

## 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>
	<b>Generic mark scheme for Section A, Questions 1 and 2: Essay [30]</b>
<b>Level 5</b> 25–30 marks	<p>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.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in</p>
<b>Level 4</b> 19–24 marks	<p>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.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>
<b>Level 3</b> 13–18 marks	<p>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.</p>
<b>Level 2</b> 7–12 marks	<p>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.</p> <p>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.</p>
<b>Level 1</b> 1–6 marks	<p>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.</p> <p>Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion.</p> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section B, Question 3: Interpretation [20]</b>
<b>Level 5</b> 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
<b>Level 4</b> 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
<b>Level 3</b> 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths,
<b>Level 2</b> 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or
<b>Level 1</b> 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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