GCE

History A

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

AS Level

Mark Scheme for June 2025

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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 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 available in RM Assessor

3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

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. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**

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:
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **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
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

Question			Answer	Mark	Guidance
1*			**'The religious policies of the Nazi government achieved their aims in the period from 1933 to 1939.'** **How far do you agree?** **In arguing that their aims were achieved answers might consider:** • The Reich Church, which was supported by the majority of Germany's Protestant pastors and their congregations, ensured widespread passive acceptance of Nazi ideology • Müller and the German Christians achieved their aim of embedding Nazi philosophy amongst many Christians in Germany • The mandate of the Catholic Church with the dissolution of the Catholic Centre Party and the Concordat in 1933 was a success in minimising opposition to the government • The undermining of religious education and orthodox practices in schools ensured that children were less exposed to religious doctrine that conflicted with Nazi government ideology • The forced closure of many monasteries and arrest and incarceration of outspoken Protestant critics, notably Bonhoeffer and Niemöller, succeeded in weakening opposition to the government • Disbanding of Church youth groups in 1936 strengthened the Hitler Youth organisations • Rise of the new-pagan Gottgläubig movement (over 100,000 members by 1937) was a means to promote Nazi racial and nationalist ideas.	**30**	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. **Neither significance nor relative importance are attributed to the features listed.** 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. • No set answer is expected. • At Level 5 there will be a judgement as to achievement of aims • At Level 5 answers might establish criteria against which to judge achievement of aims • To be valid, judgements must be supported by relevant and accurate material. If not, they are assertions. • 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.

Question			Answer	Mark	Guidance
			• Attacks on Jewish synagogues and Kristallnacht in 1938 **In arguing that their aims were not achieved answers might consider:** • The creation and survival of the oppositional Confessional Church ensured the continuation of religion beyond Nazi control • The Concordat was a compromise that effectively contained Nazi ambitions regarding alternative faith positions without completing removing the influence of the Pope • The breakdown of post-Concordat relations with the Catholic Church (incl. the Pope's 'With Burning Anxiety' indictment; the protestations of Galen) was a source of criticism for the Nazi state • The German Faith Movement made little progress in capturing the hearts and minds of ordinary Germans, which limited the degree to which people actively support the government • Christianity, for many Germans, remained their primary ideology (over and above Nazism), which was a fundamental failure of the aims of the Nazi government for religion • Ultimately both Christianity and the independent churches withstood Nazification		

Question			Answer	Mark	Guidance
2*			**'The DDR (East Germany) was more successful in bringing about social change than economic change during the period from 1949 to 1963.'** **How far do you agree?** **In arguing that the DDR was more successful in bringing about social change, answers might consider:** • There was considerable success in the aim to overhaul the social structure of East Germany • New educational opportunities at all levels benefitted many people • Improved higher education increased chances for the marginalised (e.g. women as doctors) • Policies to improve social prospects for workers (e.g. the gaining of managerial roles) • The lives of mothers with young children were improved through a variety of welfare schemes • Social cohesion was improved through mass participation in state-controlled organisations • The dismantling of capitalism in the DDR was an ideological success but not an economic one in terms of efficiency and profitability **In arguing that it was more successful in bringing about economic change, answers might consider:** • The policy of redistribution of land (to peasants) was a success; peasants enjoyed greater autonomy following restructuring of principles of land management	**30**	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. **Neither significance nor relative importance are attributed to the features listed.** 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. • No set answer is expected. • At Level 5 there will be a judgement as to the extent of success • At Level 5 answers might establish criteria against which to judge success • To be valid, judgements must be supported by relevant and accurate material. If not, they are assertions. • 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.

Question			Answer	Mark	Guidance
			• Land collectivisation had some advantages (e.g. encouraging mechanisation of farming) • The aim to nationalise industry was achieved • Banks and factories were nationalised • There was some improvement regarding standards of living • The building of the Berlin Wall helped stabilise the workforce by preventing the haemorrhage of workers from the East to the West • The 1963 new Economic System for Planning and Direction helped to reinstate economic benefits associated with a profit driven economy • Social policies did not benefit all; for example, despite building new housing, those in older properties did not see significant improvements.		

Question			Answer	Mark	Guidance
3			**Read the interpretation and answer the question that follows.** **'The army's involvement in politics from an early stage was the most important factor in weakening the new German Government (1919 to 1923).'** **M. Collier and P. Pedley, Germany 1919-45, published in 2000.** **Evaluate the strengths and limitations of this interpretation for the period from 1919 to 1923, making reference to other interpretations you have studied.** The historical debate centres on the extent to which the army's involvement in politics was more important than other factors in weakening the Weimar Government. In analysing and evaluating the strengths and weaknesses of the interpretation, answers might consider both how and why the government was weakened. Answers might recognise this was a multi-causal issue and thus might consider a range of other factors before arriving at a conclusion. In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of: • The corrosive 'stab in the back' and 'November criminals' rhetoric which was largely propagated in military circles, not least by General Hindenburg	**20**	The indicative content lists features of the period studied that relate to the question set. **Neither significance nor relative importance are attributed to the features listed.** 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. • No set answer is expected. • 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. • Candidates must refer to at least one other interpretation. • 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. • 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. • 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. • Candidates are not required to construct their own interpretation.

Question			Answer	Mark	Guidance
			• Anger in military circles regarding the military terms of the Versailles settlement and inclination to blame the government • The close relationship of remaining army units with those forced to disband, members of which formed Freikorps • Hostility towards social-democracy among a highly conservative military elite • The activities of Generals Ludendorff and Luttwitz in association with Kapp and Freikorps • The refusal of General von Seekt to deploy the army to suppress the Kapp Putsch In analysing and evaluating the weaknesses of the given interpretation, answers might use knowledge and understanding of: • The support of the army (Ebert-Groener pact) in establishing the Weimar Republic • The army helping to save the regime from Communist revolution in crushing (with Freikorps support) the Spartacists • The Army's crucial role in crushing Eisner's revolt in Bavaria • The role of military figures in building a working relationship with the government (incl. Groener and Hindenburg) Other interpretations that might be used in evaluation of the given interpretation are: • The terms and conditions of the Versailles Settlement for which many blamed the leaders of the new government was an important factor		

Question			Answer	Mark	Guidance
			• The nature and limitations of the constitution (e.g. problems associated with proportional representation) undermined the government • Economic factors were important: post-war depression, reparations, the loss of regions rich in raw materials, hyperinflation in 1923 • French/Belgian aggression undermined the government - occupation of the Ruhr • The impact of increasing reliance on paramilitary violence in attempts to resolve political disputes • The Kapp Putsch as a cause of increasing left-wing militancy (Spartacist and Bavarian revolts) • The rise of extremist parties including the KPD and the NSDAP		

APPENDIX 1 – this contains a generic mark scheme grid

	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.
	Generic mark scheme for Section A, Questions 1 and 2: Essay [30]
Level 5 25–30 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
Level 4 19–24 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.
Level 3 13–18 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.
Level 2 7–12 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.
Level 1 1–6 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.

	AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 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.
Level 4 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.
Level 3 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,
Level 2 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
Level 1 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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