



**GCE**

**History A**

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

A Level

**Mark Scheme for June 2022**

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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  
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 scoris 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 scoris 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 scoris 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).

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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 scoris **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 scoris 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: Not applicable in F501
  - 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

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## 11. Annotations

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
	Provenance
	Simple comment
	Unclear
	View

## 12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p><b>Which of the following posed the greater threat to the stability of the Weimar Republic in the period from 1919 to 1923?</b></p> <ul style="list-style-type: none"> <li>• Communist revolts</li> <li>• The Kapp Putsch</li> </ul> <p><b>Explain your answer with reference to (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with Communist revolts</b> answers might consider the revolutionary intent of communists and their USPD allies, and the threat of a fledgling Red Army.</li> <li>• Answers might consider the scale of support for the Spartacist rising as the Republic was being formed at the start of 1919, the Ruhr uprising (1920), the Hamburg rising (1923).</li> <li>• Answers might consider crippling effect of the general strike in the spring of 1920.</li> <li>• Answers might consider the strong opposition to the revolts from the 'Freikorps'.</li> <li>• <b>In dealing with the Kapp Putsch</b> answers might consider the dangerous involvement of Generals Ludendorff and Luttwitz, and the threat posed by the armed and trained 'Freikorps'.</li> <li>• Answers might consider the refusal of the army to intervene and the reliance on the workers to suppress the putsch.</li> <li>• Answers might consider the weakness of the Putsch in the face of general strike actions.</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.  <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>• 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>

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Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>Answers might consider the success of the putsch in Munich in over-throwing the Bavarian government and suggest the Kapp Putsch was a dress-rehearsal for the Munich Putsch of 1923 which also involved Ludendorff.</li> </ul>		
1	(b)*		<p><b>‘The religious policies of the Nazi Dictatorship were a failure in the period from 1933 to 1939.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li><b>In arguing that the religious policies of the Nazi Dictatorship were a failure</b>, answers might consider the extent to which the 1933 Concordat was a compromise that undermined the idea of <i>Volksgemeinschaft</i>.</li> <li>Answers might consider the effectiveness of the Pastors’ Emergency League in challenging Hitler’s plans to reorganize the Evangelical Church.</li> <li>Answers might consider the establishment and survival of the Confessional Church, joined by c.7000 pastors.</li> <li>Answers might consider the opposition of influential church leaders, notably Bonhoeffer, Niemöller and Galen.</li> <li>Answers might consider the impact in Germany among the Catholic community of Pius XI’s ‘With Burning Concern’ (1937).</li> <li>Answers might consider the failed attempt in 1937 to ban crucifixes from classrooms</li> <li><b>In arguing that the religious policies of the Nazi Dictatorship were not a failure</b>, answers might consider early success in winning over potential opposition from the substantial Roman</li> </ul>	20	<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 higher levels candidates will focus on religious policies but at Level 4 may simply list a range of policies.</li> <li>At Level 5 there will be judgement as to how far these policies failed.</li> <li>At higher levels candidates might establish criteria against which to judge achievement.</li> <li>To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.</li> </ul>



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			<p>Catholic community and, despite papal criticism, Cardinal Faulhaber's acclamation of the regime in 1939 following Elser's bomb plot.</p> <ul style="list-style-type: none"> <li>Answers might consider the persecution of Germany's Jews as being, in part, religiously as well as racially motivated.</li> <li>Answers might consider the downplaying of RE in schools and closure/conversion by 1939 of virtually all denominational schools.</li> <li>Answers might consider the forming of the German Christians and its commitment, under Reich Bishop Muller, to the regime.</li> <li>Answers might consider the decline in membership of Christian churches and the significance of the emergence of the pagan and anti-Christian German Faith Movement.</li> </ul>		
2	(a)		<p><b>Which of the following was of greater importance in the establishment of the Nazi Dictatorship in the period from 1933 to 1939?</b></p> <ul style="list-style-type: none"> <li><b>Censorship and propaganda</b></li> <li><b>The SS</b></li> </ul> <p><b>Explain your answer with reference to (i) and (ii).</b></p> <ul style="list-style-type: none"> <li><b>In dealing with censorship and propaganda</b> answers might consider the role of Goebbels in the effective control of newspapers, radio broadcasts, and the arts.</li> <li>Answers might consider the significance of the Nazification of education and the role of the Hitler Youth movement.</li> <li>Answers might consider the impact of public</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.  <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>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> </ul>

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			<p>displays and events such as book burning episodes, rallies, quasi-religious rituals etc.</p> <ul style="list-style-type: none"> <li>• <b>In dealing with the SS</b> answers might consider the role of the SS in the liquidation of the SA leadership.</li> <li>• Answers might consider the setting up of concentration camps managed by the SS.</li> <li>• Answers might consider the function of the Gestapo as a sub-division of the SS.</li> </ul>		<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>
2	(b)*		<p><b>‘Opposition and resistance in Germany in the period from 1939 to 1945 were a complete failure.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that they were</b>, answers might consider the near success of Elser’s bomb plot in November 1939, and Stauffenberg’s attempt in 1944.</li> <li>• Answers might consider the survival of a Christian opposition to Nazism and the partial success of its objections to certain policies such as the euthanasia programme.</li> <li>• Answers might consider the activities of the Edelweiss Pirates and other groups of youths in opposition.</li> <li>• Answers might consider the activities of the White Rose Group.</li> <li>• Answers might consider the significance of the Kreisau Circle 1941 and its survival until 1944.</li> <li>• Answers might consider the many ways in which individuals might (and many did) express their opposition to the regime (e.g. non-participation, helping the persecuted, spying).</li> </ul>	20	<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 higher levels candidates will focus on opposition and resistance but at Level 4 may simply list ways in which this was expressed and suppressed.</li> <li>• At Level 5 there will be judgement as to how far it was a complete failure.</li> <li>• At higher levels candidates might establish criteria against which to judge achievement.</li> <li>• To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> </ul>

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Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• <b>In arguing that they weren't</b>, answers might consider the effectiveness of the regime in stifling opposition (e.g. by arrest, torture, concentration camps, execution).</li> <li>• Answers might consider the effectiveness of the wartime Ministry of Propaganda in undermining opposition.</li> <li>• Answers might consider the survival of the regime, despite developing opposition in the last few months (notably strikes in 1945).</li> <li>• Answers might consider that the Nazi regime was brought down by external, not internal, forces.</li> <li>• Answers might consider reasons why a state of war bolstered German nationalism and loyalty to the regime (victories abroad, fear of invasion, bombing of German towns and cities etc.)</li> </ul>		<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 the descriptions in the levels mark scheme.</li> </ul>

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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 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.

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