



GCE

History A

Y314/01: The challenge of German nationalism 1789-1919

Advanced GCE

Mark Scheme for Autumn 2021

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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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1. Annotations

Annotation	Meaning of annotation
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
S	Synthesis
E	Continuity/Change

Question	Answer	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation as to the reasons for the outbreak of revolution in Germany in 1848.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answer might argue that Interpretation A puts forward the view that there were a number of reasons for the Revolutions in 1848. • In evaluating Interpretation A, answers might argue that this view is valid as there was an economic crisis in 1846-7. • Answers might argue that Interpretation A is valid as there was short-lived potato revolution in Berlin. • Answers might argue that Interpretation A is valid as there was rising unemployment in the textile industry. • Answers might argue that Interpretation A is valid as Metternich fled and this allowed Austrian rule to be attacked which encouraged unrest in other states. • Answers might argue that Interpretation A is not valid as Frederick William did issue reforms but his liberalism was short-lived. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B puts forward the view that the growing middle-class and industrialisation caused unrest, and that the rise of nationalist feeling was an important related cause. • In evaluating Interpretation B, answers might argue is valid as industrialisation led to fears about wages. 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme

Y314/01

Mark Scheme

October 2021

2*		<ul style="list-style-type: none"> • Answers might argue that Interpretation B is valid as food prices rose. • Answers might argue that Interpretation B is valid as the middle-class felt excluded as the nobility still dominated. • Answers might argue that Interpretation B is valid as cultural nationalism had begun to grow among the middle class in the 1820s and 1830s with various societies. • Answers might argue that Interpretation B is valid as many of the middle-class wanted the creation of a German nation state, governed by a popularly elected assembly. • Answers might argue that Interpretation B is not valid as national feeling was limited to the middle class. • Answers might argue that Interpretation B is invalid as there was much conservatism within Germany which saw the urban middle-class as dangerous. <p>'German nationalism was at its strongest on the eve of the First World War.' How far do you agree with this</p>	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria
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3*		<p>view of the period from 1789 to 1919?</p> <ul style="list-style-type: none"> • In arguing that nationalism was at its strongest on the eve of the First World War, it might be argued that under Wilhelm II nationalism had become more aggressive and expansionist. • Answers might consider that his aggressive foreign policy stimulated radical nationalism. • Answers might consider the support for war in 1914. • Answers might consider the support for pressure groups such as the Navy League. • Answers might consider the growth of popular organisations. • Answers might consider the development of Pan-Germanism in the later part of the period. • Answers might consider that the humiliation of the Moroccan Crisis stimulated nationalism. • In arguing that German nationalism was not at its strongest on the eve of the First World War, it might be argued that nationalism was at its strongest following the terms of Versailles. • Answers might consider that nationalism was strong following the occupation of Germany by Napoleon. • Answers might consider that nationalism was at its strongest following the Luxemburg crisis. • Answers might consider that cultural nationalism was strong in the 1820s and 1830s. • Answers might consider the role of nationalism in 1848 and the revolutions. <p>'Economic change was the most important factor in the development of German nationalism in the period from 1789 to 1919.' How far do you agree?</p>		<p>against which to judge</p> <ul style="list-style-type: none"> • To be valid, judgements must be supported by relevant and accurate material. • 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.
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		<ul style="list-style-type: none"> • In supporting the hypothesis that it was the most important turning point, it might be argued that industrialisation encouraged nationalism. • Answers might consider the impact of the development of the Krupps steelworks. • Answers might consider the establishment and development of the Zollverein. • Answers might consider how economic change aided the growth of Prussian supremacy. • Answers might consider how economic change weakened the position of Austria. • Answers might consider the growth of railways and how it aided nationalism and military strength. • Answers might consider how protectionism encouraged nationalism. • Answers might consider how industrialisation led to socialism and radical nationalism. • In challenging the hypothesis that economic change was the most important factor, it might be argued that the role of German nationalists was important • Answers might consider the role of Bismarck and Kaiser Wilhelm II. • Answers might consider the appointment of Bismarck as First Minister. • Answers might consider the impact of the French Revolution and the occupation of Germany by Napoleon. • Answers might consider the development of a populist foreign policy which encouraged radical nationalism. • Answers might consider the failure of the 1848 Revolutions. 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • 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.
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4*		<p>'Continuing cultural and religious differences were the most important factors dividing the German people in the period from 1789 to 1919.' How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that there were cultural divisions between the north and south. • Answers might consider that there were religious divisions between the Protestant north and Catholic south. • Answers might consider the concern many southern states felt for the domination of Prussia. • Answers might consider the fear of the conservative Prussian Junker class felt in the south. • Answers might consider the Kulturkampf and attack on Catholicism. • In challenging the hypothesis in the question, it might be argued that there were divisions over Klein and Gross deutsch. • Answers might consider how the growth of socialism divided Germany. • Answers might consider the fear of Prussian economic and military dominance. • Answers might consider the divisions between radical and other nationalists in the later period. • Answers might consider the outlook of the liberal middle-class. • Answers might consider that there were political divisions during the war, seen in the Revolution at the end. • Answers might consider that there was geographical division at the end of the War with East Prussia separated from the rest of Germany. 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • 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.
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			<ul style="list-style-type: none">• Answers might consider that Austria ensured Germany remained divided at least until 1848,		
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Y314/01

Mark Scheme

October 2021

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
Level 5 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
Level 4 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
Level 3 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
Level 2 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
Level 1 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<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>
	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. 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.
Level 4 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. 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 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. 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 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

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