

UNIT 3
BREADTH STUDY 9
CHANGING LEADERSHIP AND SOCIETY IN GERMANY c. 1871-1989
MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

The questions each assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this assessment is 30.

The structure of the mark scheme

The mark scheme for Unit 3 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree that Germany was well governed in the period 1871-1914?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Germany was well governed in the period 1871-1914. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Germany was well governed in the period 1871-1914. In order to reach a substantiated judgement about this issue, candidates may argue that Germany was well governed in the period. The response might consider supporting the proposition by considering:

- Bismarck, although conservative, was prepared to make political concessions and instigate social reforms
- Bismarck's reliance on the Kaiser gave him a degree of independence that he used to his advantage to secure stable government
- the Kaiser and personal rule: he was the dominant figure within the German political system and was generally respected by the majority of Germany for most of the period of central Europe as a whole, Germany was a stable, semi-authoritarian state: a state that was attempting to reconcile many conflicting forces and interests and did this effectively

Candidates might consider challenging the proposition in the question by arguing that in some respects that Germany was not well governed. The response might consider:

- Bismarck set up a repressive, authoritarian state in Germany; the semi-authoritarian political system caused many problems 1871-1914
- Germany was willing to risk a major war in 1914 to achieve its political aims
- the Kaiser and personal rule; 'the policy of concentration' and its effects; a state of deadlock existed between government and the Reichstag
- the balance of power in the Reichstag shifted; the shift to the left led to inability to gain majority support in the Reichstag
- the Kaiser appointed four Chancellors after Bismarck's resignation – a sign of unstable government
- the Kaiser's power was not absolute; elite groups put enormous pressures on the Kaiser to maintain their vested interests

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Germany was well governed in the period 1871-1914.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree that Germany was well governed in the period 1918-1945?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Germany was well governed in the period 1918-1945. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Germany was well governed in the period 1918-1945. In order to reach a substantiated judgement about this issue, candidates may argue that Germany was well governed in the period 1918-1945. The response might consider supporting the proposition by considering:

- democratic beginnings; a spirit of optimism after 1918
- the transformation of the political system after 1918; a revolution in government
- the 'Golden Years' of the Weimar Republic; political stability from 1924-28
- the Nazi 'legal revolution' after 1933
- Hitler as a strong leader: Fuhrer of the Third Reich offering stability and control

Candidates might consider challenging the proposition in the question by arguing that in many respects Germany was not well governed. The response might consider:

- the political instability of Weimar; weak coalitions and the inability to unite the people behind the political system
- a flawed constitution: Article 48 as a bridge to dictatorship
- totalitarianism and the destruction of political liberty in the 1930s
- the effectiveness of the Nazi political system
- Hitler as a weak dictator and a prisoner of other forces
- the collapse of the Nazi system of government in the mid-1940s

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Germany was well governed in the period 1918-1945.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

Target: AO1

Total mark: 30

Focus: *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.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>have a specific focus on discussing the key concepts in the question set</i> <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> <i>Include specific supporting arguments leading to a substantiated, sustained and integrated judgement</i> <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise generally accurate and relevant historical knowledge</i> <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate some accurate and relevant historical knowledge</i> <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> <i>offer some comments about the relationships between key features and characteristics of the historical period</i> <i>attempt to provide a judgment on the question set</i> <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>

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2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>make a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

To what extent was the social and economic life of the German people transformed between 1871 and 1989?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the social and economic life of the German people was transformed between 1871 and 1989. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which the social and economic life of the German people was transformed between 1871 and 1989. In order to reach a substantiated judgement about this issue, candidates may argue that the social and economic life of the German people was transformed between 1871 and 1989. The response might consider supporting the proposition by considering:

- 'transformation' may be seen as change for the better
- Germany developed rapidly as an economic power so that it was able to challenge the other Great powers for supremacy
- the growth of industry and trade 1890-1914 transformed Germany economically;
- the introduction of social reforms in the later nineteenth century funded by the state
- Weimar prosperity: freer cultural and social expression
- the social and economic changes of the Third Reich; the attack on unemployment and the creation of a National Community
- the West German economic revival after 1949; West Germany's integration into the European and world economies

Learners might consider challenging the proposition in the question by arguing that the social and economic life of the German people was not transformed between 1871-1989. The response might consider alternate factors such as:

- economic anxiety and depression after 1870s: Weltpolitik; agricultural decline and rural migration; the effect of protectionism; class differences remained; the Kulturkampf and its impact
- the impact of the Great War on the social and economic life of German people meant that any changes were negative
- Weimar and the economic crises of the early 1920s; Weimar decadence and decline; the onset of the depression and its effects on the people
- social and economic change and ultimate destruction under the Nazis
- the contrasting economic and social development of East and West Germany

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the social and economic life of the German people was transformed between 1871 and 1989.

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ASSESSMENT GRID FOR QUESTION 3

Target: AO1

Total mark: 30

Focus: *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.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise consistently accurate, relevant and precise historical knowledge</i> • <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> • <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> • <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> • <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> • <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering the period set</i> • <i>reach a mostly substantiated and sustained judgment regarding the question set</i> • <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> • <i>demonstrate valid analysis and evaluation of the key concept in the question set</i> • <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> • <i>offer a clear judgement regarding the set issue</i> • <i>provide an answer that shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise some accurate and relevant historical knowledge</i> • <i>show some accurate analysis and evaluation of the key issue in the question</i> • <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> • <i>make some attempt to provide supporting arguments for the judgment reached</i> • <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

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2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		