



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2017

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

1100UJ0-1

INTRODUCTION

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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 focused 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 the appeal of social democracy was mainly responsible for the political problems in Germany in the period 1871-1918?

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 appeal of social democracy was mainly responsible for the political problems in Germany in the period 1871-1918. 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 the appeal of social democracy was mainly responsible for the political problems in Germany in the period 1871-1918. In order to reach a substantiated judgement about this issue, candidates may argue that in a period of dramatic social and economic change the appeal of social democracy played a central role in undermining the government of Germany. The response might consider supporting the proposition by considering:

- socialism and social democracy had an international appeal and Bismarck was hostile to the socialists regarding them as anarchic, revolutionary and criminal. Anti-socialist legislation was passed and then a policy of state socialism was adopted. Bismarck's approach deepened the fortress mentality of the socialists and the party became more radical and class conscious
- there were attempts to stifle the growth of social democracy through police harassment and prosecution in the courts. The state encouraged the class divide because they felt threatened by the masses below. The political mobilisation of the left threatened the government in the 1880s and 1890s
- the increasing influence of the SPD and trade unions. In 1912, the SPD became the largest party in the Reichstag. Throughout the period 1900-1914, Wilhelm's chancellors had struggled to control an increasingly restive parliament. By 1914, there was a constitutional deadlock as the Reichstag would not pass bills suggested by the government but did not have any power to initiate legislation of its own
- the Social Democratic Party possessed an active left wing and revealed its revolutionary potential in 1918

Candidates might consider challenging the proposition in the question by arguing that in some respects the Kaiser, the army and influential elites held the real power within Germany and therefore it is they who bear the ultimate responsibility for causing political problems in Germany rather than the appeal of social democracy. The response might consider:

- Wilhelm was a 'personal ruler' who bears the greatest responsibility for the polarisation and deadlock which existed in German politics
- Wilhelm II made it clear that he was determined to play a more active role in government than his grandfather. He had very real constitutional powers which gave him control of all the major appointments to the administration including the Chancellors. The Chancellors came from the hierarchical court society which the Kaiser could control so readily. They were neither willing nor able to mount a challenge to the will of the Kaiser

- Bismarck set up a repressive, authoritarian state in Germany; the semi-authoritarian political system had caused many problems up to 1890. The constitution failed to provide a workable system of government. The difficulty in reaching decisions was a structural defect
- there was tremendous growth in political activity in the Kaiserreich; the balance of power in the Reichstag shifted; the shift to the left led to inability to gain majority support in the Reichstag; a state of deadlock existed between government and the Reichstag
- the influence of the right-wing elites was another major problem for German politics in this period. Conservative opinion successfully resisted reform of the Prussian voting system as well as the introduction of inheritance tax. Right-wing pressure groups such as the Pan-German League and the Navy League played a significant role in shaping government policy such as naval expansion and Bülow's tariff reform. Such measures were bitterly opposed by the socialist representatives in the Reichstag causing the damaging polarisation of politics which existed by 1914
- the influence of the military over policy making and the Kaiser increased significantly during this period and caused major political problems. The Zabern Affair is clear evidence of the Army's attitude that they were above the law. It was evidence of the influence of the army and the free rein which the military felt it had within Germany, and who merely used Wilhelm as a figurehead. It could be argued that the military were the most significant influence on government policy in the years up to 1914, e.g. in demanding increased budgets

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the appeal of social democracy was mainly responsible for the political problems in Germany in the period 1871-1918.

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.

‘The division of the country after World War Two was the most significant political development in Germany in the period 1933-1961’. **Discuss.**

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 division of the country after World War Two was the most significant political development in Germany in the period 1933-1961. 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 the division of the country was the most significant political development in Germany 1933-1961. In order to reach a substantiated judgement about the extent to which the division of the country was the most significant political development in the period 1933-1961, candidates may argue that division of Germany was the more significant political development because it was also a microcosm of the division of Europe. The response might consider supporting the proposition by considering:

- the division of Germany created four zones of occupation which meant that Germany had little voice in government as the occupiers agenda was denazification
- the Berlin Blockade crisis and the creation of two German states. The biggest impact of the crisis was to divide Germany into two political units
- the building of the Berlin Wall of 1961 had huge political ramifications for Germany as it confirmed the idea that the FRG and GDR were completely separate states. The idea of re-unification was further away than any other time since 1945
- East and West Germany became completely different states which led to differing and contrasting political developments

Candidates might consider challenging the proposition in the question by arguing that in many respects totalitarianism, the influence of political leadership or ideological differences were more significant political developments. The response might consider:

- the Nazi political system created a totalitarian state with Hitler at its helm: Fuhrer of the Third Reich offering stability and control. He created the system of divide and rule and stood in control above it. People worked towards Hitler and Hitler’s leadership powers were enhanced. A powerful Hitler myth developed which was a significant political development. Hitler’s rule was following a traditional path that had been interrupted by the Weimar Republic
- German political leaders such as Hitler, Adenauer and Ulbricht influenced the political development of Germany between 1933 and 1961 in different ways. Adenauer became the father of the West German state and Ulbricht the father of the East German state. Adenauer became arguably the ‘Creator of post war Germany’.
- The FRG became a fully independent state. West Germany had been readmitted to the international community and was a leading figure in the EEC. The German experiment with democracy was restarted
- the political transformation of GDR into a communist dictatorship from 1949 was also a significant political development as East Germany became the model of a communist state

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the division of the country after World War Two was the most significant political development in the period 1933-1961.

INDICATIVE CONTENT FOR QUESTION 3 (COMPULSORY)

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 did social and economic change have a mainly positive impact on German society in the period 1871-1989?

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 social and economic change had a mainly positive impact on German society 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 social and economic change had a mainly positive impact on German society between 1871 and 1989. In order to reach a substantiated judgement about this issue, candidates may argue that the social and economic change had a mainly positive impact on German society between 1871 and 1989. The response might consider supporting the proposition by considering:

- unification in 1871 caused considerable economic and social change, some of which was positive. As part of the 'great change' Bismarck moved from free trade to protection. For the urban working classes he introduced a programme of social reforms. Bismarck left behind a modern and dynamic society in 1890
- the growth of industry and trade 1890-1914. There was rapid economic growth and significant numbers of people moved from the countryside to the towns. Germany saw a growth in economic confidence and security. The character of Germany was young and dynamic.
- Stresemann overcame the inflationary crisis by calling off passive resistance in the Ruhr and by appointing Schacht to establish a new currency - the Rentenmark; the ending of passive resistance and the resumption of reparations payments was enough to persuade the French to leave the Ruhr in 1925
- Stresemann also successfully brought the budget under control by cutting back expenditure through reducing salaries and cutting the number of government employees by 300,000 and by increasing taxation;
- Weimar prosperity led to freer cultural and social expression and its impact.
- the social and economic changes of the Third Reich had some positive impact including the attack on unemployment and the creation of a National Community. Some groups were affected more positively more than others
- the West German economic revival after 1949 had a positive impact; West Germany's integration into the European and world economies. Willi Brandt passed a spate of social reforms as Chancellor (1969–1974) – addressing welfare, education and employment as well as introducing liberalising legislation, for example lowering the voting age, making abortion easier and promoting the equality of the sexes.
- Overall, to 1989, West Germany fared quite well economically compared with the whole of Western Europe. Standards of living increased and unemployment never rose above 8% (although foreign workers were not included in statistics)

Learners might consider challenging the proposition in the question by arguing that many social and economic changes had a negative impact on German society. The response might consider alternate factors such as:

- economic anxiety and depression after 1870s: Bismarck adopted a programme of coalition, compromise and concession. In a climate of recession he had to take into account the demands of the Junkers and the industrialists
- agricultural decline and rural migration in the late 1890s; the effect of protectionism; class differences remained; the Kulturkampf and its negative impact
- the lack of constructive measures of social development and reform in the Kaiserreich. The rapid industrialisation led to overcrowding in the urban centres and appalling living conditions. Economic changes led to political consequences. There was a rise of an industrial elite which competed with the older agrarian interests
- the impact of the Great War on the social and economic life of German people meant that Weimar inherited a legacy of debt and social division. The war led to increasing levels of government regulation and intervention which had a negative impact on society. Weimar and the economic crises of the early 1920s; the onset of the depression and its effects on the people
- social and economic change during the Nazi era had an extremely negative effect on a range of social groupings in the 1930s and 1940s
- the 1960s saw various efforts to reduce public spending in order to halt rising inflation. However, economic improvements were made at the expense of welfare reform
- the contrasting economic and social development of East and West Germany after 1945
- Germany's 'economic bubble' which had brought wide-ranging economic prosperity to post-war western Germany burst in the late 1960s. Between 1965 and 1982, German governments struggled to cope with inflation and rising unemployment; an underlying economic problem was Germany's reliance on the US and the financial commitment this involved

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which social and economic change had a mainly positive impact on German society in the period 1871-1989.

ASSESSMENT GRID FOR ALL QUESTIONS ON UNIT 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 6 CHARACTERISTICS		<i>The response is specifically focused on discussing the key concept in the question set; it demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme; it provides a substantiated, sustained and integrated judgement covering the whole or nearly all of the set period</i>
B6H	30	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides a fully evaluative and lucid essay with a fully convincing substantiated judgement covering nearly all of the set period.
B6M	28	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides an evaluative and lucid essay with a substantiated judgement covering the whole of the set period.
B6L	26	The response begins to show some characteristics of Band 6

Band 5 CHARACTERISTICS		<i>The response is mainly focussed on debating the key concept in the question set, it demonstrates mostly accurate and relevant knowledge of the key features and characteristics associated with the theme; it provides a supported, balanced and appropriate judgement covering the greater part of the set period</i>
B5H	25	The response clearly engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout the essay; the response provides an evaluative and well written essay with a balanced and appropriate judgement covering the greater part of the set period
B5M	23	The response engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout most of the essay; the response provides an evaluative and well written essay with a mostly balanced and appropriate judgement covering the greater part of the set period
B5L	21	The response begins to show some characteristics of Band 5

Band 4 CHARACTERISTICS		<i>The response has some focus on the key concept in the question set, it demonstrates some accurate and relevant knowledge of the key features and characteristics associated with the theme; it provides a generally supported and balanced judgement covering most of the set period.</i>
B4H	20	The response will be mainly focused on debating the key concept in the question set. There will be some meaningful discussion of how the main features and characteristics associated with the theme impacted on the key concept over most of the set period. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to discuss how certain features and characteristics associated with the theme related to the key concept over most of the period. There will be a balanced judgement but there may well be some drift. <i>[Note that a general discussion of a number of factors supported by a judgement with a series of mini judgements at the end of each paragraph can be credited here.]</i>
B4L	16	The response begins to show some characteristics of Band 4

Band 3 CHARACTERISTICS		<i>The response has some accurate and relevant knowledge of the main issues associated with the relevant theme; there may be some weak reference to the key concept in the question set but it is usually restricted to a “for and against” discussion with some patchy period coverage</i>
B3H	15	The response tends to focus on using a highly structured series of features and characteristics associated with the theme rather than attempting to address the key concept in the question set. There will be reasonable period coverage and the response will offer a judgement with some support, often by considering factors for and against - <i>[the yes / no – for and against – essay]</i>
B3M	13	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme. There may be a weak focus and imbalanced judgement on the key concept in the question set.
B3L	11	The response begins to show some characteristics of Band 3

Band 2 CHARACTERISTICS		<i>The response is largely based on the general theme but is descriptive in tone with only very limited focus on discussing the key concept in the set question; period coverage will be narrow or lack chronology</i>
B2H	8	The response is a predominantly descriptive account of the features and characteristics associated with the theme. There may be a “tagged on” <i>[throwaway / simplistic / bolt-on]</i> judgement referring to the key concept in the set question which is not appropriately supported.
B2L	6	The response is limited to a descriptive account of the features and characteristics associated with the theme - basically narrative with no judgement attempted.

Band 1 CHARACTERISTICS		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the associated theme.
B1L	3	The response is very brief and / or largely irrelevant.
	0	Use for incorrect answers