



GCE MARK SCHEME

SUMMER 2019

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 2019 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 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.*

### **To what extent was the Kaiserreich the most significant political development in Germany during the period from 1871 to 1919?**

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 Kaiserreich was the most significant political development in Germany in the period from 1871 to 1919. 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 Kaiserreich was the most significant political development in Germany in the period from 1871 to 1919. In order to reach a substantiated judgement about this issue, candidates may argue that the Kaiserreich clearly constituted a new departure in German political history. They may support the proposition by noting that:

- Wilhelm differed fundamentally to Bismarck as to the methods of government. He always wanted to rule rather than reign. His accession to the throne was held to signal a significant change in the exercise of power in Germany;
- the Kaiser was at the centre of political affairs. He had real constitutional powers;
- the Kaiser's wishes were no longer thwarted by ministers in the executive. His control over appointments and direct interventions in policy making combined to make him the dominant figure within the political system;
- structures were in place to support the Kaiser's interventions. The chancellors and the main ministers were all appointed by the Kaiser and they were from the hierarchical court society that the monarch could easily control. They were neither willing nor able to mount a political challenge to the will of the Kaiser;
- the Kaiser had a very close relationship with the military and the army swore loyalty to him.

Candidates may consider challenging the proposition in the question by arguing that the Kaiserreich was not the most significant development as little had changed in 1888 in terms of the fundamental forces that drove German politics from the Bismarckian era. They may note that:

- the essential conservative power base of the German government and the threats to that power base, remained unchanged following Bismarck's departure in 1890. Germany remained dominated by political elites with little sympathy for political reform. The Kaiser's power was not absolute in these years. His interventions were haphazard and followed no consistent domestic programme. Even if he could bully ministers into following his initiatives he still faced the quarrelsome Reichstag and public censure;

- Bismarck bequeathed to Germany a legacy of political tension. The concentration of power in his own hands meant that he had consistently obstructed the growth of truly representative government in Germany. Bismarck had set up a repressive, authoritarian state in Germany and the Kaiser's personal rule was merely an offshoot. Bismarck's political system was a more significant development;
- the establishment of the Weimar Republic, although having its roots in the tradition of social democracy in Germany, was more significant as it was an aberration in the political development of Germany. It was catapulted into power with substantial handicaps which became exposed after 1919. The political differences that the First World War had intended to heal opened wider than ever. Coalition government marked a new departure in the political development of Germany.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Kaiserreich was the most significant political development in Germany in the period from 1871 to 1919.

## 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.*

### **To what extent was Willy Brandt the most effective German leader during the period from 1945 to 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 Willy Brandt was the most effective leader in Germany in the period from 1945 to 1989. 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 Willy Brandt was the most effective leader in Germany in the period from 1945 to 1989. In order to reach a substantiated judgement about this issue, candidates may argue that Willy Brandt was clearly the most effective leader in Germany in the period. The candidates may support the proposition by noting that:

- Brandt was a figure of conciliation in both domestic and foreign policy and he came to symbolise a Germany of peace and tolerance;
- Brandt guided Germany towards normal relations with the Soviet Union, Poland and East Germany;
- Ostpolitik was a realisation in the 1960s of the existence of East Germany and Brandt accepted the need to negotiate with the GDR. It was an attempt to relax tensions between the two Germanies;
- In 1972, the Basic Treaty gave recognition of the existence of the GDR as an independent state, although West Germany still expressed the desire for eventual reunification;
- At home, Brandt introduced major social reforms. Levels of expenditure increased for housing, transportation, schools. The welfare state was expanded, healthcare was improved and working conditions strengthened the rights of the workers.

Candidates may consider challenging the proposition in the question by arguing that Willy Brandt was not the most effective German leader in the period. Different German leaders faced different challenges at different time and within different the states. They may suggest that:

- Brandt was not as effective as others because Ostpolitik was unpopular and he became dogged by scandals;
- Adenauer created an independent West Germany by 1955, which was integrated into Western Europe and into the western world through NATO in 1955. That was a significant post-war challenge that had been overcome;
- under Adenauer, Germany joined the common market in 1957. He brought about Germany's economic miracle with the help of Erhardt, and he won Federal elections in 1953, 1957 and 1961;
- Adenauer was primarily concerned with maintaining political stability through the dominance of the CDU/CSU. He was shrewd enough to court the expectations of the western Allies. Adenauer integrated West Germany back into Europe;

- the role of Helmut Kohl from 1989 in driving reunification and the fall of the Berlin Wall was significant. He worked hard to persuade East Germans and the Allies to accept reunification;
- in the East, the creation of a communist dictatorship—not unlike the Eastern bloc satellite states—was the priority of Ulbricht. In order to build socialism, he introduced a programme of rapid industrialisation and collectivisation. He managed to make most East Germans accept communism and they experienced high levels of welfare and near full employment;
- Honecker ensured that the GDR had the highest standard of living of the communist countries. He embarked on a huge housing project and relations improved with the FDR. Further, the GDR was admitted to the UN.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Willy Brandt was the most effective leader of Germany in the period from 1945 to 1989.

### 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.*

#### **‘The most significant economic changes in Germany in the period from 1871 to 1989 were introduced during the Nazi regime (1933–1945).’ 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 most significant economic changes in the period from 1871 to 1989 were introduced during the Nazi regime (1933–1945). 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 economic changes of the Nazi regime were the most significant in Germany in the period from 1871 to 1989. In order to reach a substantiated judgement about this issue, candidates may argue that the economic changes of the Nazi regime were clearly the most significant during this period. They may note that:

- the Nazi regime produced a rapid economic recovery through the reduction of unemployment and rearmament;
- under Schacht, the economic recovery was well under way;
- under Göring, the economy experienced a sustained burst of economic growth;
- the Nazis ruthlessly exploited occupied Europe and plundered raw materials from all corners of Europe;
- Speer rationalised the economic system for the war effort and reduced duplication, and inefficiency.

Candidates may consider challenging the proposition in the question by arguing that no consistent or long-term economic changes took place under the Nazis so that the regime’s impact was not that significant as other periods of development. Candidates may suggest that:

- the Nazis had less impact on German society than was originally thought to be the case. Many of the economic controls introduced by the Nazis had been developed by Weimar. Nazism was a counter-revolutionary force that was incapable of producing economic change, and had no detailed economic programme. The Four-Year Plan did not deliver what the armed forces wanted. In the first two years of the war, Germany failed to produce weapons in sufficient quantities to guarantee military success.
- in the period from 1871 to 1914, the German Reich underwent rapid and far-reaching social and economic change. Industrialisation led to rural migration, growing urban discontent and fundamental changes to the social structure. The middle classes grew;
- in social and economic policy, Bismarck’s social and economic policies led to the path of conservatism and a re-founding of the German Empire. Protectionism established an interest-based coalition that dominated politics. The Bismarckian era provided dramatic advances for the German economy;



- the Kaiserreich saw a further transformation of society with the predominance of industry over agriculture. Millions of ordinary Germans had to come to terms with fundamental changes in their way of life. The changeover to an industrial society produced major social dislocation;
- during the German experiment with democracy in the Weimar Republic, Germany underwent economic changes that threatened the social structure and economic stability like never before, for example hyperinflation and the Depression and their negative impact on society;
- the division of Germany in 1945 led to the creation of the FRG and the GDR and unique economic developments for the German people. The contrasting economic development of East and West Germany led to significantly different consequences for the German people. In the FRG, there emerged an economic miracle with spectacular economic growth, while in the East there was stagnation and a far lower standard of living. The Berlin Wall became a symbol of economic disparity for the German people.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the most significant economic changes in the period from 1871 to 1989 were introduced during the Nazi regime (1933–1945).

**UNIT 3: THE BREADTH STUDY**  
**MARK SCHEME for 2019**

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be awarded to answers showing the appropriate characteristics.

<b>Band 6 CHARACTERISTICS</b> Lucid; convincing; debating		<i>The response is specifically focused on covering the whole or nearly all of the set period and debating the key concept in the question set and provides a substantiated, sustained and integrated judgement. It demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme</i>
<b>B6H</b>	<b>30</b>	The response engages with the exact key concept in the question set covering the whole of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides a fully analytical, evaluative and lucid essay with a fully convincing and substantiated judgement.
<b>B6S</b>	<b>27</b>	The response engages with the key concept in the question set covering nearly all of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides an analytical, evaluative and lucid essay with a convincing and substantiated judgement.
<b>Band 5 CHARACTERISTICS</b> Coherent; engaging; debating		<i>The response is mainly focused on covering the greater part of the set period and 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</i>
<b>B5H</b>	<b>25</b>	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with a balanced and appropriate judgement.
<b>B5S</b>	<b>23</b>	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with an appropriate judgement
<b>B5C</b>	<b>21</b>	The response begins to show some characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover most of the period, especially in Section B.]</i>

<b>Band 4 CHARACTERISTICS</b> Meaningful discussion; mini judgements		<i>The response attempts to cover most of the set period and discusses 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 supported judgement</i>
<b>B4H</b>	<b>20</b>	The response is mainly focused on covering most of the set period and there will be a meaningful discussion of how the main features and characteristics associated with the theme had an impact on the key concept. There will be a balanced judgement though some slight drift may be apparent.
<b>B4S</b>	<b>18</b>	The response begins to discuss the key concept and covers most of the period in the question set. There will be an attempt to outline features and characteristics associated with the theme. There may well be a series of mini judgements and some drift.
<b>B4C</b>	<b>16</b>	The response begins to show some characteristics of Band 4.  <i>[This can be used for good Band 3 responses that offer at least one valid reference or judgement on the key concept.]</i>
<b>Band 3 CHARACTERISTICS</b> Two sided; listing; assertions		<i>The response has some patchy period coverage; there is some accurate and relevant knowledge of the main issues associated with the relevant theme</i>
<b>B3H</b>	<b>15</b>	The response tends to focus on using a highly structured series of features and characteristics associated with the theme. The response will offer a judgement with some support, often by considering factors for and against. There will be some patchy period coverage
<b>B3S</b>	<b>13</b>	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme.
<b>Band 2 CHARACTERISTICS</b> Narrative; descriptive; tagged-on		<i>The response is largely based on the general theme but is descriptive / narrative; period coverage will be narrow or lack chronology</i>
<b>B2H</b>	<b>8</b>	The response is a predominantly descriptive/narrative account of the features and characteristics associated with the theme. There will be a “tagged on” judgement.
<b>B2S</b>	<b>6</b>	The response is limited to a descriptive/narrative account of the features and characteristics associated with the theme, with no judgement attempted.

<b>Band 1 CHARACTERISTICS</b> Brief; undeveloped; largely irrelevant		<i>The response is undeveloped, very brief or largely irrelevant</i>
<b>B1H</b>	<b>5</b>	The response is very limited and undeveloped though there is some weak link to the associated theme.
<b>B1S</b>	<b>3</b>	The response is very brief and / or largely irrelevant.
	<b>0</b>	Use for incorrect answers