GCE A LEVEL MARKING SCHEME

SUMMER 2022

HISTORY - UNIT 3
BREADTH STUDY 9

CHANGING LEADERSHIP AND SOCIETY IN GERMANY c.1871–1989

1100UJ0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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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, evaluate and reach substantiated judgements. In Theme 1, candidates choose one question from a choice of two. In Theme 2, candidates again choose one question from a choice of two. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme has two parts:

- An assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

- Advice on each specific question outlining indicative content that 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.

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. Third, 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.

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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.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	**26–30 marks**	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	**21–25 marks**	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	**16–20 marks**	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	**11–15 marks**	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	**6–10 marks**		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	**1–5 marks**		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

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Theme 1 *Changing leaderships and regimes in Germany c.1871–1989*

0 1 **"Bismarck was the most effective German political leader." Discuss with reference to the period from 1871 to 1989.**

Candidates will offer a supported analysis of Bismarck as a political leader, measuring his effectiveness compared to other German political leaders in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Bismarck was the most effective German political leader between 1871 and 1989 may include the following.

- When looking at his aims in office, Bismarck was effective in encouraging German industrial expansion and kept power firmly in the hands of the Kaiser and the aristocracy.
- His tenure saw him keep Germany out of a war that many considered inevitable and avoided unfavourable alliances.
- The Empire he created lasted for 47 years, and under his leadership the German nation became united, strong and powerful.
- By 1890, European powers certainly considered Bismarck to be an effective statesman and his popularity grew further in Germany after 1890.

Arguments that counter the suggestion that Bismarck was the most effective German political leader between 1871 and 1989 may include the following.

- Bismarck was hardly progressive, denying democratic change and stirring up nationalistic and often aggressive policies. Problems were ultimately swept under the carpet and social tensions were left to smoulder.
- The Kaiser proved effective in as far as his desire to project Germany onto the world stage was fulfilled.
- The leadership of the Weimar Republic could be considered more effective as it improved the country economically, secured political stability and the country was accepted back into the international community.
- The Nazi regime effectively ruled the country through co-operation as well as coercion but the aims were ultimately at odds with civilised society and led to the country being divided.
- Leaders of East and West Germany could be considered as more effective leaders given the difficulties they faced during the post-war period.

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0 2 **To what extent were domestic political challenges responsible for shaping leadership and regimes in Germany between 1871 and 1989?**

Candidates will offer a supported appraisal of the political challenges that occurred within Germany across the specified period, measuring – in relation to other relevant issues – the degree to which those challenges shaped the leadership of, and regimes in, Germany. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that domestic political challenges were largely responsible for shaping leadership and regimes in Germany during the specified period may include the following.

- Bismarck's leadership was characterised by political challenges from the left that forced him to adopt repressive policies, while the rule often led to conflict and political stalemate as the Reichstag became more unmanageable.
- The Weimar Republic's early days were characterised by political conflict leading to violence and uprisings.
- The Nazi regime clearly created conflict and disharmony as they pursued their political, social and economic agenda on all levels.
- The post-war division of Germany led to increased conflict with East and West, with the economy of the East suffering as it became politically tied to the USSR.

Arguments that suggest that domestic political challenges were not largely responsible for shaping leadership and regimes in Germany during the specified period may include the following.

- The undoubted political strength of German leaders often meant they wielded unrivalled power. Thus, politically, they had the freedom to act as they deemed fit. However, the authoritarian attitude of the political leaders often created many of the problems they had to face.
- The challenges of war and the spectre of anti-Semitism and intolerance of minorities in Germany were certainly important in shaping leaderships and regimes.
- Economic challenges, such as the move towards an industrial society or the 1930s economic collapse, may have had more of an impact on leadership and regimes in Germany.
- German leaders were often influenced by cultural influences or by external political challenges.

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Theme 2 *Social and economic impact on the lives of the German people c.1871–1989*

0 3 **"The First World War had a more significant impact on the lives of the German people than any other issue between 1871 and 1989." Discuss.**

Candidates will offer a supported analysis of the First World War, measuring its impact – in relation to other relevant issues – on the lives of the German people in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that First World War had the most significant impact on the lives of the German people during the specified period may include the following.

- In the short term, the war led to military-led governments and political disunity.
- Food shortages after 1916, combined with the lack of clothing, fuel and other necessities, sapped German morale and impacted people negatively.
- Deaths mounted on the western and eastern fronts, and industrial unrest led to strikes. Economic collapse went side by side with the Spanish flu.
- In the long term, the war affected Germany internationally, as it was punished for starting the war, the legacy of which would lead to further problems and the rise of extremist politics.

Arguments that suggest that First World War had a less significant impact on the lives of the German people during the specified period may include the following.

- The positive impact of Bismarck's social welfare legislation cannot be denied, while the policy of Weltpolitik also affected German society both economically and internationally.
- The Weimar Republic's contribution in rebuilding the German economy and society after 1918 could also be considered, while the impact of the Nazi Government of 1933–45 affected all aspects of German society.
- Post war, the division of Germany meant that German society was split and the impact on life in the East and West was vastly different and may be discussed leading up to re-unification.

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0 4 **To what extent did social and economic change benefit the lives of the German people during the period from 1871 to 1989.**

Candidates will offer a supported appraisal of the social and economic changes that occurred in Germany across the specified period, measuring – in relation to other relevant issues – the degree to which they benefited the lives of the German people. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that social and economic change benefitted the lives of the German people during the specific period may include the following

- Bismarck's Social welfare reforms outlived everything else he left behind, and many benefitted from them.
- The Weimar reforms transformed Germany, and the years between 1924 and 1929 became known as the 'Golden Years'.
- Many benefitted in the short term from the reforms brought in by the Third Reich, but the impact of social and economic reforms in this period was not homogenous.
- Post 1945, the FRG rebuilt the German economy with the help of foreign aid and many benefitted.

Arguments that suggest that social and economic change did not benefit the lives of the German people during the specific period may include the following

- Socially, under Bismarck, many groups suffered persecution, none more so than the Catholics under Kulturkampf and little was done to benefit the working classes.
- The years 1918–1923 saw Germany spiral into economic collapse and turmoil with job losses and reduced income, which affected millions of Germans and led to the growth of political extremism.
- The Third Reich's policies had a profoundly negative impact on various groups in society, some suffering more than others.
- Post-war social and economic policy and its impact depended on the effect of the East/West divide; the GDR approach to collectivism, socially and economically modelled on the USSR, caused much hardship and suffering.

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