



General Certificate in Education

A2 History 6041

Alternative G Unit 4

Mark Scheme

2008 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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CRITERIA FOR MARKING GCE HISTORY:

A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

B: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:***Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:

Either

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

C: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: "What precise mark should I give to a response *within* a level?". Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid "double jeopardy". Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

June 2008

Alternative G: Germany from Unification to Re-unification, 1871–1990

A2 Unit 4: Germany, c1880–c1980

Question 1

(a) Use **Sources B** and **C** and your own knowledge.

How fully do **Sources B** and **C** explain the reasons for the recovery of the German economy in the 1930s? (10 marks)

Target: AO1.1, AO1.2, AO2

- | | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| L1: | Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. | 1-2 |
| L2: | Demonstrates explicit understanding of utility/sufficiency etc. with reference to the sources and knowledge of the issue. | 3-5 |
| L3: | Draws conclusions about utility/sufficiency in relation to the issue, with reference to both sources and to own knowledge. | 6-8 |
| L4: | Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency in relation to the issue. | 9-10 |

Indicative content

At Level 1, candidates are likely to comment on what the sources say about the recovery of the economy without developing any own knowledge explanation; Source B suggests that it could be 'part of the normal business cycle'. But more important was the 'increase in public investment and policies designed to stimulate demand'. Source C talks of restricting consumer goods 'private consumption was reined in to allow rearmament to proceed with minimal inflationary consequences'. At Level 2, answers will develop the points at Level 1 above using own knowledge, e.g. will probably explain some of: the problems of the 1920s and the natural revival which followed; Nazi public spending schemes; the guns v. butter dispute; other factors such as work creation schemes; the government control of prices, wages, private investment, the banks and foreign trade. Level 3 answers will develop the points as above and make some direct comment on their 'sufficiency' and their limitations. Candidates will need to be specific about 'what is left out' and should show a reasoned appreciation of the factors mentioned. Level 4 answers are likely to acknowledge that the two sources complement one another in many ways – pointing to the importance of public investment and that Source C develops on from Source B to explain the reduction in consumer demand and the priority given to rearmament. Candidates may draw their own conclusions as to whether these provide an adequate explanation for the recovery of the German economy but many will emphasise that other factors need to be taken into account. Some may show familiarity with the historiography on the subject, but this is not essential

- (b) Use **Sources A, B, C and D** and your own knowledge.

'State involvement was the most important factor in the growth of the German economy in the years 1880 to 1980.'

Assess the validity of this view.

(20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

This is a synoptic question and candidates' responses should be rewarded for referring to aspects of change and continuity over a period of at least 100 years, as detailed in the specification for this particular alternative, and to an appropriate range of factors as exemplified by the indicative content below.

It is not anticipated that coverage of the 100 year period will necessarily be complete but there should be some awareness of the 100 year timescale for the award of Level 3 and clear reference to the whole period, perhaps by citing key incidents and issues effectively, but not necessarily equally, for Levels 4 and 5. Candidates will need to provide examples of State involvement and assess their contribution to the growth of the economy. These factors must in turn be assessed against 'other factors' which encouraged growth to determine whether or not they were 'most' important. From the sources the candidates should be able to find ample material on State involvement. In Source A, free trade treaties with Italy, Austria, Russia, Belgium and other countries are mentioned. Sources B and C mention public investment and State control – particularly control of consumption and measures to control inflation in Source C.

In Source D there is mention of the West's 'social market economy' and the East's 'State capitalism' both of which involved State interference.

Other factors can also be identified. Source A speaks of 'ample raw materials'; forward looking factory owners and bankers, well-educated inventors and skilled workers; the rapid growth in Germany's population'. Source B mentions the impact of world trends and the business cycle.

Candidates will also need to use their own knowledge to support and evaluate these factors. A well-balanced answer is likely to question the value of Nazi state intervention to the overall growth of the economy and may suggest that Western Germany flourished because of limited, not intensive state control. Reward any convincing argument that reaches a well-supported conclusion.

At Level 1, answers may be very limited in timescale, or be based on unsupported general assertions. Alternatively they may be very descriptive, with no explicit attempt to address the question, or relevant, but limited to a few source references. Level 2 answers may lack any source references, but will otherwise try to address the question, or they may use the sources but produce an answer which only makes limited links to the question. Alternatively the answer may be assertive in type and very unbalanced. For Level 3 there should be some awareness of the 100 year period although there may be considerable unevenness and lack of balance. These answers will display use of sources and own knowledge and will try to respond to the question, although the understanding may not be entirely convincing. Level 4 answers should show reasonable coverage of the whole time scale, and a clear analytical approach showing balance, understanding and some judgement. They will balance the importance of state intervention against the other factors and show the inter-linkage of factors. Level 5 answers will balance factors effectively, revealing a high level of understanding, perhaps offering a succinct overview and displaying sustained judgement.

Section B

These questions are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the question as indicated by the generic A2 levels of response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (*without* reference to sources).

Target: AO1.1, AO1.2, AO2

L1: *Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply almost to any time and/or place. **1-6**

L2: *Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

- L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Question 2

How far was Hitler's dictatorship restricted by the continuance of the old administration and the personal empires built up by other Nazi leaders? **(20 marks)**

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates will need to consider the limitations posed by the continuance of the 'old administration' and 'rival' empires on Hitler's power. However, candidates who address only one of these, e.g. 'rival empires only', may receive marks to Level 3 and the two do not need to be treated separately for the higher levels to be awarded.

The old administration consisted of the pre-Nazi conservative elite who often continued in their jobs alongside the new Nazi officials making for confusion. The personal empires of other leaders would include Himmler – Gestapo/SS, Goering – Prussia, airforce, and later, the economy; Goebbels – propaganda. Ministers competed with one another and it could be argued that their organisations did not always wait for the Führer's orders but tended to rely on a general awareness of Hitler's ideas – 'working towards the Führer'.

Arguments in favour of Hitler having unrestricted power might include the view that officials were expected to carry out Hitler's views and orders and dared not question these. An absence of cabinet meetings and the need to get Hitler's word before a measure became an 'order of the Führer' also point to his absolute control over government. It could be argued that Hitler preferred to let others work out the details of policies and their implementation but he remained the key figure; the disorganisation of the state may well have been a deliberate ploy to ensure Hitler's own ascendancy.

Some candidates will use this question as an opportunity to present the historiographical debate on polycracy versus totalitarianism and the weak versus strong dictator theory. This is very acceptable provided the material is understood and used to construct a personal argument.

At Level 1, answers are likely to rely on sweeping general assertions. They may fail to see the full implications of the question and are likely to have limited knowledge and understanding. Alternatively they may be entirely descriptive accounts of Hitler's rule showing little appreciation of the question asked.

Level 2 answers will show some understanding of the question but the answer will be thin, very unbalanced or largely descriptive with a few links.

At Level 3, answers should show some understanding of the nature of Hitler's government although they may be one sided or imperfectly developed.

Level 4 answers should show more analysis. Answers will show a good understanding of the workings of the Hitler State and there will be balanced consideration of the influence of the old administration and rival empires.

Level 5 answers will show sustained judgement and clear conceptual awareness.

Question 3

How successful was the Nazi regime in enforcing its ideology on both German women and German youth in the years 1933 to 1945? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The focus of this question should be on the impact of the Nazi ideas on women and youth. There will need to be some consideration of what these ideas were, e.g.: women were seen as Aryan child bearers; their place was in the home supporting their husbands and family; they had no political role; they required limited education; they were discouraged from pursuing professional careers.

The youth were trained for their roles in the future – in school and through NS youth organizations. They were to be strong and healthy; imbued with German nationalism and love of Hitler; obedient; prepared to report on dissidents (including parents).

The boys – young warriors – active; able to fight, the girls – homemakers and mothers.

The evaluation of success might include:

Women; reduced females at universities; removed women from professions and politics/jury service/but continued with factory work after initial exodus, especially in the war years when they also moved back to administration positions; large membership of women's organisations. Examples of failure – limited support for the Cross for Mothers of large families; protests against enforced sterilisation of those with hereditary defects; protests against Lebensborn programme. Contradiction in emphasis on family values and yet pressing youth to join movements and act as informers.

Youth: popularity of youth groups (according to A Wilt 95% of German youth backed Nazis); Testimony of members of HJ even when later anti-Nazi, e.g. Metelmann suggests support; youth much in evidence at rallies; examples of failure – swing movements, Edelweiss pirates and the White Rose.

Contradiction in that the education system produced dull people who were unable to think for themselves and provide leadership for the future. Candidates are also likely to explain the difficulty of assessing the success of propaganda with the chance of outward conformity masking inner thoughts.

At Level 1, answers are likely to rely on sweeping general assertions, or they may be entirely descriptive accounts. Candidates may know a few policies or ideas but will be excessively thin or lacking in understanding. Level 2 answers will show some understanding of the question but answers will either be thin, very unbalanced or largely descriptive with a few links. Answers may deal with either women or youth only or have a few smatterings of information on each but with limited depth of understanding. Level 3 answers will show reasonable understanding of both areas, although there may not be equal coverage. They will contain some analysis and judgement but may not be fully convincing. Level 4 answers should show a greater degree of analysis and comparison. They will address successes and failures and offer a balanced assessment supported by secure evidence. Such answers should be wide-ranging, including the years of war as well as peace, and demonstrate explicit understanding. Level 5 answers will show sustained judgement and a critical awareness of Nazi ideology and policies. They should demonstrate good conceptual understanding (for example distinguishing between different groups of people) and convincing judgement. References to ideology, as such, may only be implicit in essays below Level 5. Candidates who fail to refer to the period after 1939 will receive a maximum of 16.

Question 4

'It was the support provided by the USA and Western Europe, rather than Adenauer's leadership, which led to the establishment of a stable democracy in West Germany between 1949 and 1963.'

Assess the validity of this view.

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates will need to balance the contribution of both the USA and Western Europe against Adenauer's personal achievements with respect to the development of a stable political system in West Germany.

By way of content, candidates might point out that the USA helped by the granting of Marshall Aid; the expansion of trading links and the currency reform of 1948 which provided the basis for economic recovery.

Additional support came in the form of American and Western European support for the containment of Communism. The Berlin blockade was lifted in May 1949, thanks to western involvement and Stalin's suggested scheme of re-unification was rejected in 1952. Western Europe helped in the recognition and rehabilitation of the German State, 1955; granted it membership of the Council of Europe; encouraged its development through the ECSC and EEC (1957) NATO and the Western European Union permitting remilitarization and the Franco-German treaty 1963.

Adenauer himself also worked for political recovery, building his CDU party to create a broad based appeal and making coalition government work (allying with CSU). He acted as a stabilizing factor although he may be criticised for incorporating former Nazis and ruling in an autocratic way which gave rise to allegations of 'Chancellor democracy'. He promoted the 'Social Market Economy' (with Erhard) and co-determination which provided a sound economic basis for the regime. His welfare reforms helped to raise living standards – although he suppressed initiatives for radical reform.

It might be argued that American and Western European aid and support was the main spur to German recovery and that this provided a stable democracy even though Adenauer made mistakes. Alternatively it could be argued that Adenauer's leadership was crucial at this difficult time and his Chancellorship remarkably successful, perhaps because it was he that understood how to work with, and get the most from, America and the west.

At Level 1, answers are likely to rely on sweeping general assertions with very limited evidence in support of views. Alternatively answers may be entirely descriptive covering only part of the period or concentrating on very few developments. Level 2 answers will show some understanding of the question but will be thin or very unbalanced, perhaps addressing the economic situation only. Level 3 answers should show some understanding of Adenauer's political success/failure. Answers may not be fully balanced or convincingly argued throughout, but they will address the issues of the question. Level 4 answers should show a greater degree of analysis and provide a balanced assessment. Such answers will be wide-ranging and demonstrate explicit understanding of all aspects of the question. Level 5 answers will show some depth of evidence and clear conceptual awareness of the political development of Western Germany in these years. Answers will reach informed and convincing judgement.