



Oxford Cambridge and RSA

GCE

History A

Y314/01: The challenge of German nationalism 1789-1919

A Level

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:


- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View
S	Synthesis
C	Continuity/Change

12. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of Bismarck’s role in the unification of Germany in the years from 1867 to 1871.</p> <p>In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation A argues that Bismarck did not have a plan to unite Germany in these years, but was an opportunist</p> <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation A is valid as Bismarck was more concerned about Prussian domination and power within the North German Confederation • Answers might argue that Interpretation A is valid as Bismarck was a Prussian nationalist • Answers might argue that Interpretation A is valid as he had no desire to fight France as Austria might ally with France against Prussia • Answers might argue that Interpretation A is valid as Bismarck did not want Austria as part of Germany as it would overwhelm the Prussians • Answers might argue that Interpretation A is invalid as he manipulated France into declaring war so the south German states would come to Prussia’s aid, this was done through the Hohenzollern candidature and the Ems Telegram. <p>In locating the Interpretations within the wider historical debate, answers might suggest that</p>	30	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme

Question	Answer	Mark	Guidance
2*	<p>Interpretation B argues that Bismarck gave the impression of having a plan, but was an opportunist who was willing to experiment and use war</p> <p>In evaluating Interpretation B,</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation B is valid as the legend Bismarck had a master plan was spread by his memoirs • Answers might argue that Interpretation B is valid as Bismarck did make the most of opportunities • Answers might argue that Interpretation B is not valid as Bismarck's aim was to unite the south German states with the rest of Germany by provoking France to declare war • Answers might argue that Interpretation B is valid as Bismarck did not intend to bring the south States into the Federation as they were Catholic and hostile to the Protestant north • Answers might argue that Interpretation B is valid as Bismarck did not plan the Hohenzollern Candidature, it was the warlike French behaviour and German national hysteria which forced him to act <p>'Nationalism in Germany had mass appeal only in the early twentieth century.' How far do you agree?</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • It might be argued that there was popular support for nationalism in the early twentieth century with the various nationalist pressure groups supporting the army and navy 	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might consider the growth of Pan-German nationalism • Answers might consider the support for the declaration of war in 1914 and opposition to the Treaty of Versailles in 1919 • Answers might consider that nationalism in the late eighteenth and early nineteenth centuries was limited to intellectuals • Answers might consider the 1848-9 Revolutions which had liberal rather than mass support • Answers might consider the divisions between North and South Germany in the 1860s • Answers might consider the divisions over Gross and Klein Deutsch <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • It might be argued that nationalism was widespread in opposition to Napoleon's occupation • Answers might consider the impact of the Congress of Vienna on the growth of nationalism • Answers might consider the impact of the 1848/9 Revolutions as evidence for mass nationalism and its development • Answers might consider the growth of mass nationalism under Wilhelm in the nineteenth century • Answers might consider the response of German people to the warlike behaviour of the French which forced Bismarck to manipulate the Ems Telegram 		<p>evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer	Mark	Guidance
3*	<p>How important was the effect of economic change on nationalism and national unity in the period from 1789 to 1919?</p> <p>In supporting the hypothesis in the question</p> <ul style="list-style-type: none"> • It might be argued that the impact of the Zollverein after 1834 was important in developing a sense of national unity • Answers might consider the growth of the rail network and how it aided the growth of national unity • Answers might consider how industrialisation led to the growth in socialism which hindered the concept of nationalism • Answers might consider that industrial development allowed Prussia to create its military strength which would be vital in the wars of the 1860s • Answers might consider that economic developments paved the way for military victories • Answers might consider that it was ‘Coal and Iron’ rather than ‘Blood and Iron’ that united Germany • Answers might consider the importance of protectionist ideas in bringing about unity • Answers might consider the importance of free trade and the desire to abolish internal tariffs <p>In challenging the hypothesis in the question</p> <ul style="list-style-type: none"> • It might be argued that skilful leadership was important 	25	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer	Mark	Guidance
4*	<ul style="list-style-type: none"> • Answers might consider that cultural and intellectual ideas were important in the early stages of German nationalism • Answers might consider the importance of events of 1848-9 • Answers might consider the importance of political factors in developing nationalism • Answers might consider the role of Bismarck's international diplomacy • Answers might consider the role of war in developing a sense of unity • Answers might consider the impact of external forces, such as French behaviour <p>The liberals contributed more than any other political group to the unification of Germany in the period from 1789 to 1919. How far do you agree?</p> <p>In supporting the hypothesis in the question</p> <ul style="list-style-type: none"> • It might be argued that the Liberals played a crucial role in the Frankfurt Parliament • It might be argued that the socialists were opposed to unity and were more concerned with social and economic issues • It might be argued that the liberals were the largest political party in the Reichstag for much of the period 	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • It might be argued that the communists were more concerned with uniting workers and wanted the state to wither away, attacking the state in 1918-19 • It might be argued that the constitutional movements of the liberals were important in developing nationalism • It might be argued that liberals led the 1848-9 revolutions <p>In challenging the hypothesis in the question</p> <ul style="list-style-type: none"> • It might be argued that Pressure Groups were more important because of their mass appeal • It might be argued that economic forces were more important in the 1848-9 Revolutions • It might be argued that conservatism within Prussia was more important • It might be argued that the liberals objected to the military spending of Prussia and rejected the budget • It might be argued that the nobility and army acted as a political group and impacted on Unification • It might be argued that towards the end of the period the Social Democrats were important as the largest party • It might be argued that the Conservatives were important in the 1880s and 1890s 		<ul style="list-style-type: none"> • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

APPENDIX 1 – this contains a generic mark scheme grid

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
Level 5 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
Level 4 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
Level 3 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
Level 2 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
Level 1 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>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.</i>
	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

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