

## 2c. Content of unit group 2: Non-British period study (Units Y201 to Y224)

### Introduction to unit group 2

Centres should choose one of the twenty-four units available in this unit group.

The periods of non-British study will have the same number of Key Topics as for the British Period Study element, but there is no associated Enquiry element.

For the assessment of this unit group, each unit will have two questions set and learners will answer both parts from one of the questions. Learners will be required to answer both a traditional 'Period Study' essay (as in a unit group 1) and a shorter question assessing the significance of two events, pertaining to a different key topic from within the option chosen.

The nature of both questions ensures that learners will have to reach a supported judgement if they want to access the higher mark range.

The length of the periods studied within this unit group will encourage learners to develop their interest in, and understanding of, important developments. They will also enable learners to ask significant questions about important issues. They are sufficiently broad and balanced to ensure both coherence and variety. The units have sufficient chronological range to provide for the study of continuity and change, which will allow the development of the Key Topics and for the analysis of cause and consequences within the periods. The length of periods studied will prevent a borehole

approach to their study and learners will be able to see change and developments, and make substantiated judgements, over substantial lengths of time, so that they can see issues in a wider perspective. The topic areas available in the units in this group also include the study of significant individuals, societies, events and issues. They also include a range of different historical perspectives, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social and technological.

Centres will be able to choose, should they desire, a non-European period from the same time period as their British unit and this will also allow a broad understanding of the period in a wider context.

The nature of the examination will require learners to demonstrate an understanding of the key historical terms and concepts relevant to the period studied. The questions will require learners to recall, select and deploy appropriate knowledge and communicate this clearly and effectively. Learners will be expected to demonstrate abilities to explain, assess, analyse and consider the relationships between key features of the period studied in order to reach substantiated judgements. All responses will require judgements, and at the top level will be more analytical with judgements more effectively substantiated than similar question set at AS Level. This is ensured by a more demanding top level to the generic mark scheme.

<b>Unit Y221: Democracy and Dictatorships in Germany 1919–1963</b>	
<b>Key Topics</b>	<b>Content Learners should have studied the following:</b>
<b>The establishment and development of the Weimar Republic: 1919–Jan 1933</b>	Consequences of the First World War; impact of the Treaty of Versailles; the Weimar Constitution; coalition governments; challenges to Weimar; Communist revolts, Kapp Putsch, Munich Putsch, invasion of the Ruhr, hyperinflation; Stresemann and the ‘Golden Years’; Dawes and Young Plans, economic recovery, foreign loans, political stability, improvements to working and living conditions; the impact of the Great Depression, elections and governments 1928–1933; rise and appeal of Nazism, role of propaganda and Hitler; Papen, Schleicher and ‘backstairs intrigue’; Hitler’s appointment as Chancellor.
<b>The establishment of the Nazi Dictatorship and its domestic policies Feb 1933–1939</b>	Hitler’s consolidation of power, the Reichstag Fire, March Elections and Enabling Act, Gleichschaltung, creation of the one-party state, Night of the Long Knives, army oath and death of Hindenburg; system of government and administration; censorship and propaganda, machinery of terror, including courts, SS, Gestapo; treatment of opposition; religious policies; economic policies, Schacht’s New Plan, Goering’s Four Year Plan, public works, conscription and autarky; German Labour Front; ‘Strength through Joy’; policy towards women; education and policy towards youth; racial policies to 1939; benefits of Nazi rule.
<b>The impact of war and defeat on Germany: 1939–1949</b>	The war economy and Total War; impact of bombing; war and racial policies, the Final Solution; morale and rationing; opposition and resistance; consequences of the Second World War; Cold War, Potsdam, division of Germany, Bizonia and developments in the Soviet Zone, currency and the Berlin Blockade.
<b>Divided Germany: The Federal Republic and the DDR 1949–1963</b>	The creation of West Germany and the DDR; the Basic Law and constitution of West Germany; the 1949 election; the economic miracle; political and social stability; foreign policy, rapprochement with France, EEC, rearmament, NATO, policy towards USA and USSR, DDR; elections of 1953, 1957 and 1961; Berlin Wall; Adenauer’s decline and the Der Spiegel Crisis of 1962; West Germany in 1963; the GDR in 1949; uprising 1953; economic change, land reform, collectivisation, nationalisation and heavy industry; social change, churches, Trade Unions, education and youth.