

## Year 12 History – Germany Bridging Task

### Task 1

You need to answer the following essay question:

**In what ways did Germany change between 1871-1918?**

You need to look at how Germany changed:

- Politically
- Economically
- Militarily
- Socially
- Geographically

### Guidance

I want you to write **no more than 2.5-3 pages** on this.

Please use the articles on SMH and the following website links to help you:

- [http://www.schoolshistory.org.uk/ASLevel\\_History/index.htm](http://www.schoolshistory.org.uk/ASLevel_History/index.htm)
- <http://www.bbc.co.uk/bitesize/higher/history/nationalism/unification/revision/3/>
- [https://www.oxbridgenotes.co.uk/revision\\_notes/a-level-lse-aga-history-1j-his1j-the-development-of-germany-1871-1925/samples/bismarcks-germany\\_on](https://www.oxbridgenotes.co.uk/revision_notes/a-level-lse-aga-history-1j-his1j-the-development-of-germany-1871-1925/samples/bismarcks-germany_on)
- <http://www.historyhome.co.uk/europe/bisdom.htm>
- <http://www.sparknotes.com/history/european/1871-1914/section2.rhtml>
- [https://prezi.com/p4g-txwm\\_hzc/the-second-reich-1871-1918/](https://prezi.com/p4g-txwm_hzc/the-second-reich-1871-1918/)
- [http://www.schoolshistory.org.uk/ASLevel\\_History/week1\\_thesecondreich.htm](http://www.schoolshistory.org.uk/ASLevel_History/week1_thesecondreich.htm)

#### Germany 1818-1870

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#### Germany 1871

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Answer the following questions:

1. Why did these changes happen?
2. What was the impact of these changes on Germany?

**Please use the website links and articles.**

**You don't need to write any more than 2 paragraphs for each question.**

### Task 2



## Mark Scheme

**Target:** 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.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>