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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

**GCSE (NEW)  
HISTORY UNIT 2: HISTORY WITH A EUROPEAN /  
WORLD FOCUS**

**2C. GERMANY IN TRANSITION, 1919-1939**

**3100UG0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 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.

## MARK SCHEME SUMMER 2018

### UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

#### 2C. GERMANY IN TRANSITION, 1919-1939

#### Instructions for examiners of GCSE History when applying the mark scheme

##### Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

Mark allocation:	AO1	AO2	AO3	AO4
6	4		2	

Question: e.g. **Use Source A and your own knowledge to describe how Hitler reduced unemployment in Germany.** [6]

##### Band descriptors and mark allocations

	AO1 4 marks		AO3 2 marks	
<b>BAND 2</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>3-4</b>	<b>Accurate analysis of the source set within its historical context.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>1-2</b>	<b>Source is analysed through reference to its content only.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

##### Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

- *Source A shows a picture of German workers building a motorway in 1936;*
- *the Nazis introduced a range of policies which created work. They introduced public works schemes - building autobahn; RAD organisation; rearmament programme; conscription;*
- *there was hidden unemployment and the Nazis withdrew women and Jews from the labour front; doctoring of statistics; changes to the role of women; this resulted in a massive fall in unemployment statistics;*

- *the Nazi policies appear to be very successful; a reduction from 6 million to 100,000 over the period 1933-39, however these figures are not accurate, there was hidden unemployment.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

### **Banded mark schemes**

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

#### **Banded mark schemes Stage 1 – Deciding on the band**

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

#### **Banded mark schemes Stage 2 – Deciding on the mark**

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

**MARK SCHEME SUMMER 2018**

**UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS**

**2C. GERMANY IN TRANSITION, 1919-1939**

**Question 1**

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
<b>6</b>	<b>4</b>		<b>2</b>	

Question: **Use Source A and your own knowledge to describe how Hitler reduced unemployment in Germany. [6]**

	AO1 4 marks		AO3 2 marks	
<b>BAND 2</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>3-4</b>	<b>Accurate analysis of the source set within its historical context.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>1-2</b>	<b>Source is analysed through reference to its content only.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Source A shows a picture of German workers building a motorway in 1936;*
- *the Nazis introduced a range of policies which created work. They introduced public works schemes - building autobahns (as shown in Source A), RAD organisations, rearmament programmes, conscription;*
- *there was hidden unemployment and the Nazis withdrew women and Jews from the labour force, there was doctoring of statistics and changes to the role of women: this resulted in a massive fall in unemployment statistics;*
- *the Nazi policies appeared to be very successful with a reduction from 6 million to 100,000 over the period 1933-1939. However these figures are not accurate as there was hidden unemployment.*

**Question 2**

Mark allocation:	AO1	AO2	AO3	AO4
8	8			

Question: **Describe the main terms of the Treaty of Versailles. [8]**

**Band descriptors and mark allocations**

AO1 8 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>6-8</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describe the issue.</b>	<b>3-5</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *it was the peace treaty signed in June 1919 at the Palace of Versailles;*
- *the treaty was signed on June 28th 1919 after months of argument and negotiation amongst the so-called “Big Three” as to what the treaty should contain;*
- *the USA was represented by its President Woodrow Wilson, Great Britain by David Lloyd George and France by Georges Clemenceau;*
- *France wanted Germany brought to its knees, so that she could never start a war again;*
- *Woodrow Wilson had hoped the Treaty would have his 14 Points as a basis to the discussions. He wanted to develop the idea of a League of Nations and self-determination of small nations – his aim was a fair peace;*
- *there were territorial, military, financial clauses;*
- *Germany lost the following land: Alsace-Lorraine, Eupen and Malmedy, Northern Schleswig, West Prussia, Posen and Upper Silesia;*
- *the League of Nations took control of Germany’s overseas colonies;*
- *Germany had to return to Russia land taken in after 1917;*
- *military restrictions included a reduction of Germany’s army to 100,000 men; no tanks, no airforce. She was allowed only 6 ships and no submarines;*
- *the Rhineland was made into a demilitarised zone and the Allies were to keep an army on the west bank of the Rhine for 15 years;*
- *Germany also lost industrial territory which would hinder her attempts to rebuild her economy;*
- *Germany was forbidden to unite with Austria (Anschluss). Germans particularly resented clause 231, the ‘War-guilt’ clause;*
- *Germany was forced to sign the treaty and it was considered a Diktat by many Germans. It was very unpopular.*

**Question 3**

Mark allocation:	AO1	AO2	AO3	AO4
8	4		4	

Question: **What was the purpose of Source B?** **[8]**

**Band descriptors and mark allocations**

	AO1 4 marks		AO3 4 marks	
<b>BAND 3</b>	<b>Demonstrates very detailed understanding of the historical context.</b>	<b>3-4</b>	<b>The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.</b>	<b>3-4</b>
<b>BAND 2</b>	<b>Demonstrates some understanding of the historical context.</b>	<b>2</b>	<b>The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates only basic understanding of the historical context.</b>	<b>1</b>	<b>Answer mainly describes or paraphrases the source material with little analysis or evaluation.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source is a postcard produced by the Nazis in Germany in March 1938 showing the union of Germany and Austria - the Anschluss;*
- *its purpose was to celebrate the Anschluss and the union of Germany with Hitler's homeland, Austria. It clearly shows Hitler at the centre of the postcard with the term Fuhrer clearly referenced. The date references the union and as such is designed to celebrate and demonstrate how Hitler was unifying German speaking nations, and bringing pride back to the German nation;*
- *the postcard was produced at a time when Hitler wanted all German-speaking nations in Europe to be a part of Germany. To this end, he had designs on re-uniting Germany with his native homeland, Austria. Under the terms of the Treaty of Versailles, however, Germany and Austria were forbidden to be unified;*
- *Hitler ordered Austrian Nazis to create as much trouble and destruction as possible in order to put pressure on Schuschnigg. If Hitler could claim that Austrian law and order had broken down he could justify marching German troops into Vienna to restore peace.*
- *on the 9 March 1938, Schuschnigg announced a referendum whereby the Austrian people would decide for themselves if they wanted to be a part of Hitler's Germany.*
- *on Saturday 12th March 1938 German troops marched into Austria unopposed. Hitler now had control of Austria. A month later, Hitler held a referendum. The results showed that the Austrian people approved of German control of their country;*
- *as a result, Germany added seven million people and an army of 100,000 to its Reich; they gained useful resources such as steel and iron ore;*
- *the balance of power in south-eastern Europe shifted in favour of Germany, and Czechoslovakia was now surrounded on three fronts by Germany; the postcard is produced in this context.*

## Question 4

Mark allocation:	AO1	AO2	AO3	AO4
12	6		6	

Question: **Which of the sources is more useful to an historian studying the Nazi consolidation of power?** [12]

### Band descriptors and mark allocations

	AO1 6 marks			AO3 6 marks	
<b>BAND 3</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>5-6</b>	<b>BAND 3</b>	<b>The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>3-4</b>	<b>BAND 2</b>	<b>The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited understanding of the key feature in the question.</b>	<b>1-2</b>	<b>BAND 1</b>	<b>Copies or paraphrases the source material with little or no analysis and evaluation undertaken.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

### **Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *both sources are of varied use to an historian studying the Nazi consolidation of power;*
- *Source C is a Nazi poster asking Germans to vote for the Nazi Party during the March 1933 elections. It asks Germans to fight with the Nazis for peace and equal rights. However the poster is a piece of propaganda designed to influence Germans;*
- *Hindenburg is seen with Hitler and both are campaigning for the March election, following the Reichstag Fire of February 1933;*



- *Source C is useful as it demonstrates the way the Nazi Party tried to influence Germans. There was widespread fear of a Communist revolution in Germany and the source plays on this fear. The fact that Hitler is seen with Hindenburg (who disliked Hitler) is a way of giving Hitler some respectability;*
- *Source D is useful as it gives an insight into the way the Nazi party treated political opponents in 1933. Many were undoubtedly arrested and killed;*
- *the fact that the pamphlet has to be shared secretly supports the view that many political opponents were persecuted;*
- *it is however a Communist pamphlet and as such may well be biased. Its aim was to discredit the Nazis;*
- *both sources give useful information - if slightly limited - in order to fully understand the Nazi consolidation of power and the events of 1933;*
- *neither source is necessarily more useful than the other in studying the consolidation of power but answers should be able to reach a judgement about the varying utility of the sources in an investigation into this issue.*

**Question 5**

Mark allocation:	AO1	AO2	AO3	AO4	SPaG
19	4	12			3

Question: **To what extent was the Depression the main reason why Hitler became Chancellor of Germany in January 1933?**  
**[16+3]**

**Band descriptors and mark allocations**

	AO1 4 marks		AO2 12 marks	
<b>BAND 4</b>	<b>Demonstrates very detailed knowledge and understanding of the key feature in the question.</b>	<b>4</b>	<b>Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.</b>	<b>10-12</b>
<b>BAND 3</b>	<b>Demonstrates detailed knowledge and understanding of the key feature in the question.</b>	<b>3</b>	<b>Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.</b>	<b>7-9</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge and understanding of the key feature in the question.</b>	<b>2</b>	<b>Basic analysis while considering some other factors and their impact.</b>	<b>4-6</b>
<b>BAND 1</b>	<b>Demonstrates basic knowledge and understanding of the key features in the question.</b>	<b>1</b>	<b>Offers a generalised response with little analysis of impact.</b>	<b>1-3</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the impact of the Depression will be evaluated in terms of creating the right economic and political conditions to convince millions of Germans to vote for the extreme parties; people lost confidence in the democratic system and turned towards the extremist political parties such as the Communists and Nazis during the depression;*
- *the Depression caused a massive rise in unemployment - 6 million by 1932; many voters became frustrated by the failures of Weimar governments to tackle the serious economic issues;*
- *in 1929, the American Stock Exchange collapsed, and caused an economic depression. America called in all its foreign loans, which destroyed Weimar Germany. Unemployment in Germany rose to 6 million;*
- *candidates could consider the failures of the Brüning, von Papen and von Schleicher governments; In July 1930 Chancellor Brüning cut government expenditure, wages and unemployment pay - the worst thing to do during a depression. He could not get the Reichstag to agree to his actions, so President Hindenburg used Article 48 to pass the measures by decree. Anger and bitterness helped the Nazis to gain more support;*

- *these events will be evaluated against other factors;*
- *the political scheming between 1932 and 1933 ultimately led to Hitler being made Chancellor of Germany; In January 1933, Hindenburg and Papen came up with a plan to get the Nazis on their side by offering to make Hitler vice chancellor. He refused and demanded to be made chancellor. They agreed, thinking they could control him;*
- *the appeal of Hitler and the sharp rise in electoral support for the Nazi Party 1928-32; the attraction of Hitler and his policies/promises – he was important; he was a good public speaker, he played his audiences and told them what they wanted to hear; he offered them jobs and hope; he promised to deal with the Communists;*
- *the role of Goebbels and propaganda;*
- *the role of the SA in dealing with political opposition especially from the Communists;*
- *there was widespread fear of Communism in Germany. Many workers turned to communism, but this frightened wealthy businessmen, so they financed Hitler's campaigns; industrialists gave Hitler money and support;*
- *the middle classes feared Communism and alarmed by the obvious failure of democracy, decided that the country needed a strong government.*

After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>