



GCSE MARKING SCHEME

SUMMER 2019

**HISTORY
COMPONENT 1: NON-BRITISH STUDY IN DEPTH
1G. Germany in Transition, 1919-1939
C100UG0-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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 2019

Component 1: NON-BRITISH STUDY IN DEPTH

1G: 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:

This section indicates the assessment objective(s) targeted in the question

Mark allocation:	AO1(b)	AO2	AO3 (a)	AO4
5	3		2	

Question: e.g. **Use Source A and your own knowledge to describe the work of Gustav Stresemann during the period 1924-29.** [5]

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1(b) 3 marks		AO3(a) 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2-3	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1	Source is analysed through description of its content only.	1

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.

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 shows Gustav Stresemann addressing the League of Nations in September 1926;*
- *it shows how during this period Stresemann worked to improve Germany's international reputation, being allowed to join the League of Nations in that year;*
- *he played a very important role in Weimar Germany during this period; he helped to restore stability after the French invasion of the Ruhr and the hyperinflation of 1921-1923; he called off the passive resistance to the French occupation and helped to introduce the Rentenmark that stabilised the economy;*
- *he was a significant figure in improving Germany's economic position, helping to implement the Dawes and Young Plans that helped Germany with its reparation payments;*
- *internationally, he signed the Locarno Pact which was an important step in restoring Germany's reputation; his efforts for peace were recognized with the award of the Nobel Peace Prize in 1926;*
- *his policies of cooperation and reconciliation, allied with his economic policies, saw Germany enjoy a 'golden age' of prosperity during the period 1924-29.*

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

Component 1: NON-BRITISH STUDY IN DEPTH

1G: Germany in Transition, 1919-1939

Question 1

Mark allocation:	AO1 (b)	AO2	AO3 (a)	AO4
5	3		2	

Question: **Use Source A and your own knowledge to describe the work of Gustav Stresemann during the period 1924-29.**

[5]

Band descriptors and mark allocations

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

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 shows Gustav Stresemann addressing the League of Nations in September 1926;*
- *it shows how during this period Stresemann worked to improve Germany's international reputation, being allowed to join the League of Nations in that year;*
- *he played a very important role in Weimar Germany during this period; he helped to restore stability after the French invasion of the Ruhr and the hyperinflation of 1921-1923; he called off the passive resistance to the French occupation and helped to introduce the Rentenmark that stabilised the economy;*
- *he was a significant figure in improving Germany's economic position, helping to implement the Dawes and Young Plans that helped Germany with its reparation payments;*
- *internationally, he signed the Locarno Pact which was an important step in restoring Germany's reputation; his efforts for peace were recognized with the award of the Nobel Peace Prize in 1926;*
- *his policies of cooperation and reconciliation, allied with his economic policies, saw Germany enjoy a 'golden age' of prosperity during the period 1924-29.*

Question 2

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
8	4		4	

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

Band descriptors and mark allocations

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

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 an example of Nazi propaganda from the late 1930s; it is a poster to advertise an exhibition called 'The Eternal Jew'; its main purpose is therefore to encourage Germans to attend the exhibition;*
- *the poster however, depicts a typical Nazi portrayal of a Jew and it clearly serves a propaganda purpose;*
- *the Jew is depicted as physically unpleasant, clearly obsessed with money; the Jew is linked to Communism with the hammer and sickle shown on a map of Germany; the whip in his hand is clearly meant to symbolize the enslavement of Germany under Jewish led Communism;*
- *the poster was produced during a period when the anti-Semitic policies of the Nazis were becoming more aggressive;*
- *the title of the exhibition reinforces the Nazis' view of the Jews as being nomadic; it is therefore typical of the anti-Semitism of the Nazis and is designed to reinforce the Jewish stereotype in the minds of the German people;*
- *the purpose of the source should therefore be viewed within the historical context of the period.*

Question 3

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4 (a-d)</i>
10	4			6

Question: **Do the interpretations support the view that the Great Depression led to the collapse of the Weimar Republic?**
[10]

Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a–d) 6 marks	
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context.	5-6
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates the differences between the interpretations showing some awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to reach a supported judgement on the set question within the appropriate historical context.	3-4
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Analyses and evaluates the different interpretations, making appropriate reference to the content and authorship of the extracts but little awareness of the wider historical debate. A judgement on the question is reached, set within the appropriate historical context.	2
BAND 1	Generalised answer displaying limited understanding of the key feature in the question.	1	Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.	1

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:

- *Interpretation 1 does not support the view that the Great Depression led to the collapse of the Weimar Republic;*
- *the historian states that the Weimar Republic was beset by internal opposition from the Left and Right as well as the Army;*
- *he states that Nazi propaganda effectively played on several fears, such as that of Communism, economic and social disorder, as well as years of international failure;*

- *the interpretation therefore states that the fall of the Republic was due to a variety of factors, some of which had been prevalent from the beginning of the Weimar period;*
- *the author is an academic historian writing in book about ideologies; the fact that he is German and served in the German Army during the war may have given him first hand perspective on the problems Germany faced during the period;*
- *Interpretation 2 supports the view in question; it states that the Great Depression ended the recovery of Weimar; this enabled the Nazis to become a major force and was effectively the main reason why the Republic collapsed;*
- *the historian is writing in a biography of Hitler and focuses more upon the rise of the Nazis within the context of the Great Depression;*
- *the book was published shortly after the War and this may have been a factor in shaping the historian's interpretation;*
- *both sources show the historical debate that has developed over the causes of the collapse of the Weimar Republic;*
- *answers should be able to reach a judgement about the degree of support for the view that the Great Depression led to the collapse of the Weimar Republic, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue.*

Question 4

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3 (a+b)</i>	<i>AO4</i>
11	3		8	

Question: **Which of the sources is more useful to an historian studying events in the Rhineland, 1936?** **[11]**

Band descriptors and mark allocations

AO1(b) 3 marks		AO3 (a+b) 8 marks			
			BAND 4	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.	7-8
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	BAND 3	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.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	2	BAND 2	Answer begins to analyse and evaluate the usefulness of the source material. Limited analysis of the content and authorship is undertaken, resulting in an unsubstantiated judgement.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1	BAND 1	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

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 varying usefulness to an historian studying events in the Rhineland, 1936;*
- *source C is useful because it is a cartoon showing how militaristic the Germans were in reoccupying the Rhineland; it depicts the German goose as treading on the Locarno Pact, heavily armed and pretending to have peaceful intentions;*
- *there is obviously a degree of sarcasm in the cartoon, which was published in a British magazine; it is useful because it is a British view of the reoccupation;*
- *it is clearly aimed at a British audience with the intention of warning against Germany's increasingly militaristic ambitions;*

- *source D is useful because it is an extract from a speech by Hitler given in the Reichstag a few months after the reoccupation;*
- *it is useful because he also reinforces the idea that the Locarno Pact was obsolete; he strikes a conciliatory tone however, stating that Germany has no more territorial demands in Europe;*
- *it is useful because it shows how Hitler was increasing in confidence, taking action against the terms of the Treaty of Versailles, but then appearing to be conciliatory; his speech is aimed at the Nazified Reichstag, but undoubtedly is also for an international audience;*
- *neither source is more useful than the other but answers should be able to reach a judgement about the varying utility of the sources in an investigation into events in the Rhineland, 1936.*

Question 5

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
19	4			12	3

Question: **‘The severe terms of the Treaty of Versailles were the greatest challenge faced by the Weimar Republic during its early years.’**
To what extent do you agree with this interpretation?
[16+3]

Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship. Some understanding of the wider historical debate over the issue is displayed.	7-9
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference to authorship.	4-6
BAND 1	Demonstrates basic understanding of the key features in the question.	1	Makes limited comments about the interpretation with little analysis and evaluation. Little or no judgement reached.	1-3

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:

- *to an extent the interpretation is accurate; the Treaty of Versailles was the greatest challenge to the Weimar Republic during its early years;*
- *this interpretation can be supported by reference to several factors: the economic terms of the Treaty would prove to be exceptionally burdensome and the issuing of the reparations bill in 1921 would be a major cause of the hyperinflation of the period;*
- *it can also be supported by reference to other factors: the loss of land humiliated Germany, as did the severe reduction in its armed forces; the prohibition on*

Anschluss was greatly resented as was the demilitarization of the Rhineland; Germans were now living in foreign countries created by the Treaty and this was detested;

- *the 'war guilt' clause was a particularly strong source of discontent; overall the harsh terms of the Treaty were a severe challenge to the Weimar Republic;*
- *the author's interpretation would have been influenced by witnessing the impact of the Treaty on Weimar Germany; it also benefits from hindsight since he is writing relatively close to the events, but still has enough of a distant perspective;*
- *however, in some ways this may be a rather narrow perspective which fails to take account of the other severe challenges faced by the newly formed Weimar Republic;*
- *the Weimar Republic faced severe challenges from internal threats; there was considerable political violence from the Spartacists on the Left and the Nationalists on the Right; these resulted in attempted revolts in 1919-1920 that greatly threatened the Republic;*
- *this instability was exacerbated by the proportional representation system of voting that led to short-term governments; the constitution of Weimar, especially Article 48, meant that emergency laws could replace democracy;*
- *answers may comment on the fact the author was a British politician and historian; this could affect his interpretation in that he only considered the political effects of the Treaty of Versailles and did not directly experience post-war Germany; the title of the book suggests this is part of a wide-ranging history book and this interpretation should be viewed in the historical context of the time, which is that the Nazis were now in power partly as a result of the terms of the Treaty of Versailles;*
- *answers should be able to reach a judgement about the interpretation which could agree, disagree or be more balanced, but there should be awareness of how and why it is possible to develop different interpretations of whether the terms of the Treaty of Versailles were the greatest challenge faced by the Weimar Republic during its early years.*

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

In applying these performance descriptors:

- 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.

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