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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**HISTORY**

**COMPONENT 2: PERIOD STUDY**

**2B. The Development of Germany, 1919-1991**

**C100U20-1**

## **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 2: PERIOD STUDY

#### 2B. The Development of Germany, 1919-1991

#### 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

<i>Mark allocation:</i>	AO1(a)	AO2	AO3 (a)	AO4
5	5			

Question: e.g. **Describe the main forms of opposition to Nazi rule in Germany during the Second World War.** [5]

This is the question and its mark tariff.

##### Band descriptors and mark allocations

AO1(a) 5 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge of the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge of the issue set.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates weak, generalised knowledge of the issue set.</b>	<b>1</b>

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: *left-wing political opposition from groups such as the Red Orchestra whose spy network passed on intelligence to the Soviets and the communist Anton Saefkow who organised acts of sabotage and resistance;*
- *right-wing political opposition from the Kreisau Circle who planned to govern Germany on democratic, Christian principles after the fall of Hitler;*
- *intellectual opposition from university students such as the White Rose who called for passive resistance against the Nazis;*
- *opposition from the Church including individuals like Niemoller and Bonhoeffer;*
- *opposition from young people who objected to being controlled by the Nazis and formed groups such as the Edelweiss Pirates;*
- *opposition from military leaders such as Gen. Beck and Col. von Stauffenberg who attempted to assassinate Hitler.*

## **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 2: PERIOD STUDY

#### 2B.The Development of Germany, 1919-1991

##### Question 1

Mark allocation:	AO1 (a)	AO2	AO3	AO4
5	5			

Question: **Describe the main forms of opposition to Nazi rule in Germany during the Second World War.** [5]

##### Band descriptors and mark allocations

	AO1(a) 5 marks	
<b>BAND 3</b>	<b>Demonstrates detailed and accurate knowledge of the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge of the issue set.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge of the issue set.</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:

- *left-wing political opposition from groups such as the Red Orchestra whose spy network passed on intelligence to the Soviets and the communist Anton Saefkow who organised acts of sabotage and resistance;*
- *right-wing political opposition from the Kreisau Circle who planned to govern Germany on democratic, Christian principles after the fall of Hitler;*
- *intellectual opposition from university students such as the White Rose who called for passive resistance against the Nazis;*
- *opposition from the Church including individuals like Niemoller and Bonhoeffer;*
- *opposition from young people who objected to being controlled by the Nazis and formed groups such as the Edelweiss Pirates;*
- *opposition from military leaders such as Gen. Beck and Col. von Stauffenberg who attempted to assassinate Hitler.*

**Question 2**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
6	2	4		

Question: **How far was Stresemann responsible for the economic recovery of Germany during the Weimar period? [6]**

**Band descriptors and mark allocations**

AO1(a+b) 2 marks			AO2 4 marks		
			<b>BAND 3</b>	Fully analyses the nature and extent of change while arriving at a well-supported judgement on the issue set within the appropriate historical context.	3-4
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	2	<b>BAND 2</b>	Begins to analyse the extent of change while arriving at a partial judgement.	2
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	1	<b>BAND 1</b>	Provides limited analysis of the extent of change.	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:

- *his handling of hyperinflation by abolishing the old, worthless currency and the introduction of the Rentenmark which restored confidence;*
- *cuts in government spending, increases in taxation and drops in salaries which combined to increase government revenue;*
- *his addressing of the issue of reparations by negotiating the Dawes Plan (1924) with the USA which reorganised the reparations bill based on Germany's ability to make repayments and the Young Plan (1929) which reduced repayments and extended the repayment period;*
- *the calling off of passive resistance in the Ruhr leading to the withdrawal of French and Belgian soldiers;*
- *his securing of US investment which pumped \$3,000 million into the economy in the form of loans to banks and businesses;*
- *how his policies led to a fall in unemployment and to the building of new factories on a large scale which utilised new production techniques;*
- *his diplomatic successes and the resultant increase in foreign trade;*
- *how his policies ushered in a "Golden Age" of economic stability and development but how it was based on growing dependency on US investment and how successes in foreign trade was partly the result of an easing of European hostility to Germany.*

**Question 3**

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>9</b>	<b>3</b>	<b>6</b>		

Question: **The lives of groups of German people were affected by Nazi rule between 1933 and 1939 to a large extent. These groups included:**

- **industrial workers**
- **women**
- **young people**

**Arrange the groups in order of the extent to which their lives were affected by Nazi rule between 1933 and 1939. Explain your choices. [9]**

**Band descriptors and mark allocations**

	<b>AO1(a+b) 3 marks</b>		<b>AO2 6 marks</b>	
<b>BAND 3</b>	<b>Demonstrates detailed knowledge and understanding of the features mentioned.</b>	<b>3</b>	<b>Fully explains the extent of change in the question. There will be a clear, well-supported justification of the relative extent life changed set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge and understanding of the features mentioned.</b>	<b>2</b>	<b>Begins to explain the extent of change. There will be some justification of the relative extent of change.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge and understanding of the features mentioned.</b>	<b>1</b>	<b>Limited explanation of the extent of change. There will be little attempt to justify the relative extent of change.</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. Examiners should note that the order of significance suggested by candidates will vary. Marks should be awarded for the quality of justification provided by candidates. Some of the issues to consider are:

- *the lives of industrial workers were affected in a number of ways: they were forced to join the German Labour Front (DAF) which replaced Trade Unions and had total control over workers setting pay levels and regulating working hours; there were penalties and punishments to workers who failed to conform or disobeyed orders; in real terms prices went up and wages down and the length of the working week was increased; to create the illusion that conditions were better, the DAF set up the “Beauty of Labour” (SdA) which aimed to improve working conditions and the “Strength through Joy” (KdF) programme that organised fringe benefits for workers;*

- *the lives of women were affected in a number of ways: the advances made during the Weimar period were reversed by the Nazis based on Hitler's view that men were decision makers and that women should accept traditional, domestic roles (three Ks); women were dismissed from the professions and banned from serving as judges on the grounds that they lacked logical thought; the Law for the Encouragement of Marriage (1933) offered newlyweds loans which would be reduced after the birth of children, birth control was banned and infertile couples were forced to divorce; women were denied freedom of expression and had to conform to codes of behaviour and appearance; while many women accepted the changes those who opposed the Nazis were sent to female prison camps;*
- *the lives of young people were affected in a number of ways: the education system aimed to Nazify children and indoctrinate them to be loyal to Hitler and the state; their teachers had to join the German Teachers' League and all lessons were taught with a Nazi bias using propaganda filled books; emphasis was placed on character rather than intelligence; for boys education revolved around military training and physical activities while for girls the emphasis was on domestic science and preparation for motherhood; membership of the Hitler Youth became compulsory with organisations for boys and girls where, like schools, the emphasis was placed on unquestioning obedience to Nazi beliefs.*



**Question 4**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
8	3	5		

Question: **Explain why Germany was reunified by 1990.** [8]

**Band descriptors and mark allocations**

	AO1(a+b) 3 marks		AO2 5 marks	
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Fully explains the issue with clear focus set within the appropriate historical context.	4-5
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key features in the question.	2	Partially explains the issue within the appropriate historical context.	2-3
<b>BAND 1</b>	Demonstrates limited knowledge and understanding of the key features in the question.	1	Limited explanation of the issue.	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:

- *relations between the two Germanies had improved by the 1970s as part of Willy Brandt's pursuit of "Ostpolitik" and the signing of the Basic Treaty in 1972 when both agreed to develop understanding as neighbours and respect each other's independence;*
- *the economy of the Soviet Union was in crisis by the mid-80s and Gorbachev set out to strengthen the country through reform. His policies of "perestroika" and "glasnost" eased East-West relations;*
- *the Cold War was nearing its end and the USA and the USSR discussed and agreed that Germany should be unified;*
- *Poland and Hungary returned coalition governments where communists had little influence and in March 1989 Hungary opened its borders with Austria presenting many thousands with a route to the west;*
- *Gorbachev announced that he would be abandoning the Brezhnev Doctrine and that he would not order the Red Army to crush any internal opposition in Eastern Europe and later withdrew Soviet troops stationed in East Germany;*
- *demonstrations demanding change broke out in Leipzig, Dresden and Berlin with no intervention by the Stasi;*
- *on November 9<sup>th</sup> 1989 the East German government opened its borders allowing free travel and thousands marched to the Berlin Wall and pulled it down;*
- *in June 1990 the economies of both countries were merged and in August a treaty for reunification was signed and was ratified in October. Helmut Kohl won a decisive victory in the election for a new German government and became Chancellor of a reunified Germany.*

**Question 5**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
12	4	8		

Question: **How important was the Depression in increasing support for the Nazi Party in the early 1930s?** [12]

**Band descriptors and mark allocations**

	AO1(a+b) 4 marks		AO2 8 marks	
<b>BAND 4</b>	Demonstrates accurate and detailed knowledge and understanding of the key features in the question.	4	Fully analyses and evaluates the importance of the key issue against other factors. There will be a reasoned and well supported judgement set within the appropriate historical context.	7-8
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Analyses and evaluates the key issue against other factors. There will be a clear attempt to arrive at a judgement with support.	5-6
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key features in the question.	2	Begins to analyse and evaluate the key issue against other factors. An unsupported judgement of the issue is provided.	3-4
<b>BAND 1</b>	Demonstrates limited knowledge and understanding of the key features in the question.	1	Limited attempt to analyse and evaluate the key issue against other factors.	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:

- *Germany's economic recovery had been heavily dependent on US financial support and when the Wall Street Stock Exchange collapsed, Germany too was plunged into depression;*
- *the Depression was to create political and economic crises that would see millions of Germans switch their political allegiance to the Nazi Party;*
- *unemployment rose dramatically and reached six million by 1932 causing widespread poverty and those in work had to endure low wages and worsening conditions;*
- *Hitler promised "bread and work" and a reversal in the decline in prices for agricultural produce;*
- *the Depression was important in increasing Nazi representation in the Reichstag – in 1930 they had 107 seats but by July 1932 they had become the single largest party with 230 seats;*
- *the Depression led to the growth of the Communist Party and Hitler was able to play on the fear of a take-over by promising industrialists and the middle classes that he would be a barrier against communism and would protect their interests;*

- *coalition governments had offered little and Hitler portrayed the Nazis as Germany's last hope;*
- *the inability of the government to address the effects of the Depression led to chaos and increased violence on the streets and Hitler's SA gave the impression of order and confidence;*
- *in order to fully analyse and explain the importance of the Depression in increasing support for Hitler answers should also consider the importance of other factors such as: Hitler's oratory skills and the effective use of propaganda; the use of violence and intimidation; how he attached blame for the Depression on Jews and his vision to create a new order in Germany.*