GCSE MARKING SCHEME

AUTUMN 2021

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

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INTRODUCTION

This marking scheme was used by WJEC for the 2021 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.

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COMPONENT 1: NON-BRITISH STUDY IN DEPTH

1G: GERMANY IN TRANSITION, 1919-1939

AUTUMN 2021 MARK SCHEME

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(b)*	*AO2*	*AO3 (a)*	*AO4*
5	**3**		**2**	

Question: e.g. **Use Source A and your own knowledge to describe the Hitler Youth Movement.** **[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 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.

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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 members of the Hitler Youth at a camp in Berlin in 1934;*
- *it shows how the organisation provided outdoor activities for boys, who are all dressed in uniform and are lined up on parade;*
- *the boys are all clearly part of a large organisation, represented by the numbers there and the tents and flags that are present;*
- *the Hitler Youth movement was a way for the Nazis to engage, indoctrinate and train the young people of Germany in Nazi ideals;*
- *the movement was made up of several age categories for boys and girls, for example the Jungvolk and Bund Deutscher Madel;*
- *members of the Hitler Youth would attend camps where they would be taught various skills, teamwork and physical fitness;*
- *boys would be trained in military skills whereas girls would be taught domestic skills, as well as physical fitness in preparation for future motherhood;*
- *the movement helped to spread the appeal of the Nazis among the younger generation, even though its membership would eventually be made compulsory.*

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.

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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.

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Question 1

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

Question: **Use Source A and your own knowledge to describe the Hitler Youth Movement. [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 members of the Hitler Youth at a camp in Berlin in 1934;*
- *it shows how the organisation provided outdoor activities for boys, who are all dressed in uniform and are lined up on parade;*
- *the boys are all clearly part of a large organisation, represented by the numbers there and the tents and flags that are present;*
- *the Hitler Youth movement was a way for the Nazis to engage, indoctrinate and train the young people of Germany in Nazi ideals;*
- *the movement was made up of several age categories for boys and girls, for example the Jungvolk and Bund Deutscher Madel;*
- *members of the Hitler Youth would attend camps where they would be taught various skills, teamwork and physical fitness;*
- *boys would be trained in military skills whereas girls would be taught domestic skills, as well as physical fitness in preparation for future motherhood;*
- *the movement helped to spread the appeal of the Nazis among the younger generation, even though its membership would eventually be made compulsory.*

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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 an election poster from this period;*
- *the main purpose is to encourage Germans to vote for the Social Democratic Party in the 1932 elections;*
- *it depicts what would become of the worker should the Nazis come to power; it clearly implies that according to the Social Democrats, the workers would effectively become slaves to the Nazis;*
- *the imagery is strongly presented with an emaciated, distressed figure tied to the Nazi swastika; it is clearly meant to shock workers and people who viewed it;*
- *it would also have been viewed by the wider German public during a period of considerable political instability, in which there was a series of inconclusive elections;*
- *the poster exemplifies the intense political rivalries of the period and the extent to which election posters set out ever more extreme positions, reflecting the polarisation of German politics that took place during this time.*

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Question 3

Mark allocation:	*AO1 (b)*	*AO2*	*AO3*	*AO4 (a-d)*
10	**4**			**6**

Question: **Do the interpretations support the view that the Nazis were responsible for the Reichstag Fire? [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.

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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 supports the view that the Nazis were responsible for the Reichstag Fire;*
- *the interpretation states that the fire was the result of the actions of Storm Troopers acting under the orders of Josef Goebbels;*
- *it clearly suggests that the actions were part of an orchestrated election campaign;*
- *the author, however, is a former Nazi who worked for Goering; this helps to explain why he seeks to exonerate Goering and blame Goebbels;*
- *although the interpretation is from a person contemporary to the events, the predilections of the author and its intended audience and medium may have influenced the interpretation;*
- *Interpretation 2 does not support the view that the Nazis were responsible for the Reichstag Fire;*
- *the interpretation may have been influenced by van der Lubbe's confession, as well as the fact that the author was a former German soldier and then civil servant;*
- *the audience would clearly be far wider in nature than that of Interpretation 1 and the author's work would presumably be the result of appropriate research given the title of the publication;*
- *answers should be able to reach a judgement about the degree of support for the view that the Nazis were responsible for the Reichstag Fire, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue.*

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Question 4

Mark allocation:	*AO1 (b)*	*AO2*	*AO3 (a+b)*	*AO4*
11	**3**		**8**	

Question: **Which of the sources is more useful to an historian studying the methods used by the Nazis to control Germany? [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.

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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 the methods the Nazis used to control Germany;*
- *Source C is useful as it is a Nazi perspective on how useful the radio was as a means of spreading the Nazi message;*
- *it is useful as it shows how the medium of radio was not only being used for cultural purposes, but also to inculcate themes the Nazis wished to spread amongst the population;*
- *it is useful as it accurately reflects the use the Nazis made of radio, shown later by their mass production of the cheap 'People's Receiver'; it reflects how the Nazis used methods of persuasion to control Germany;*
- *however, the usefulness of the source may be affected by the predilections of Goebbels, as well as the audience for his speech; in this respect it shows a rather narrow perspective;*
- *Source D is also useful as it from an underground report from a banned political party, detailing the treatment of prisoners at Esterwegen concentration camp;*
- *it states that prisoners were treated with brutality and is useful in the way it shows how the Nazis used methods of terror and violence to control Germany;*
- *it is useful as it was produced by opponents of the regime and as such it may be a more reliable indication of the methods used by the Nazis to control Germany;*
- *however, it may only present a limited perspective and be subjective in nature given their opposition to the Nazis;*
- *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 the methods used by the Nazis to control Germany.*

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Question 5

Mark allocation:	*AO1 (b)*	*AO2*	*AO3*	*AO4(a-d)*	*SPaG*
21	**4**			**12**	**5**

Question: **'With hindsight, it easy to see the remilitarization of the Rhineland as the key event in Hitler's aggressive steps towards war'. To what extent do you agree with this interpretation [16+5]**

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.

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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; it can be argued that the remilitarization of the Rhineland was the key event in Hitler's aggressive steps to war;*
- *the interpretation can be argued by reference to several factors: prior to the remilitarization of the Rhineland, Hitler's foreign policy aims had been limited; steps had been taken to commence a policy of rearmament, which although in breach of the Treaty of Versailles may not be considered an aggressive step towards war;*
- *it could also be argued that Hitler's introduction of conscription can be viewed in the same light and as such the physical reoccupation of the Rhineland was the first aggressive breach of the Treaty of Versailles;*
- *the interpretation would have been influenced by the steps that followed the reoccupation of the Rhineland; this is suggested by the reference to hindsight;*
- *however, in some ways this may be a simplistic, narrow perspective which ignores other aspects of Hitler's foreign policy;*
- *other historians and commentators may assert that Hitler's rearmament and conscription programme constituted immediate and aggressive steps towards war;*
- *it could also be contended that the events in the Rhineland were merely Hitler regaining control over an area that had been widely perceived in Germany as being unfairly demilitarized under the harsh terms of the Treaty of Versailles;*
- *answers may comment on the perception that events in Austria in March 1938 and then Czechoslovakia in September with the Sudeten crisis were more aggressive moves by Hitler; it could be asserted it was the occupation of the rest of Czechoslovakia in March 1939 that signalled an overtly aggressive move towards war;*
- *answers may comment on the fact that the article is focused on early Nazi foreign policy and may therefore not be fully reflective of the issue; similarly, it may be asserted that the website reflects a certain perspective and may be rather generalised in nature; it has presumably been written for an educational audience but does not appear to be specialist in nature;*
- *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 as part of the wider historical debate about Hitler's foreign policy.*

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.

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Band	Marks	Performance descriptions
High	4-5	• 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
Intermediate	2-3	• 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
Threshold	1	• 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	• 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

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