



GCSE MARKING SCHEME

AUTUMN 2020

HISTORY

COMPONENT 2: PERIOD STUDY

2B. The Development of Germany, 1919-1991

C100U20-1

INTRODUCTION

This marking scheme was used by WJEC for the 2020 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 AUTUMN 2020

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

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

Question: e.g. **Describe the Berlin Blockade and Airlift of 1948-49.**

[5]

This is the question and its mark tariff.

Band descriptors and mark allocations

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

- the merging of the Allied zones, increased cooperation, the introduction of a new currency and Stalin's response in blockading all rail, road and canal links between the west and Berlin on June 24th 1948;
- the view of the Western powers that this was an attempt to starve Berlin into surrender and the decision to supply Berlin by air;
- the allied use of three air corridors over the soviet zone to airlift goods into the city with over 2 million tonnes of supplies delivered over 318 days;
- how Stalin could do little as an attack on an allied plane would amount to an act of war;
- how Stalin was forced to step down and lift the blockade on May 12th, 1949.

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 Berlin Blockade and Airlift of 1948-49. [5]**

Band descriptors and mark allocations

	AO1(a) 5 marks	
BAND 3	Demonstrates detailed and accurate knowledge of the issue set within the appropriate historical context.	4-5
BAND 2	Demonstrates some knowledge of the issue set.	2-3
BAND 1	Demonstrates limited knowledge of the issue set.	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 merging of the Allied zones, increased cooperation, the introduction of a new currency and Stalin's response in blockading all rail, road and canal links between the west and Berlin on June 24th 1948;*
- *the view of the Western powers that this was an attempt to starve Berlin into surrender and the decision to supply Berlin by air;*
- *the allied use of three air corridors over the soviet zone to airlift goods into the city with over 2 million tonnes of supplies delivered over 318 days;*
- *how Stalin could do little as an attack on an allied plane would amount to an act of war;*
- *how Stalin was forced to step down and lift the blockade on May 12th, 1949.*

Question 2

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

Question: **How far did life change on the Home Front for the German people during the Second World War?** [6]

Band descriptors and mark allocations

	AO1(a+b) 2 marks		AO2 4 marks		
			BAND 3	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
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Begins to analyse the extent of change while arriving at a partial judgement.	2
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	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:

- the early days of euphoria, patriotism and general support for the war as a result of Blitzkrieg successes and the belief that ultimate victory was assured;
- the precautionary introduction of rationing in August 1939 in the event of a lengthy war;
- the importance placed on war production with the emphasis on heavy industry and armaments;
- the deployment of large numbers of women to replace men in factories and the use of slave labour;
- the use of propaganda to convince people that the Final Victory would be secured;
- the intensification of allied bombing on German cities and the great hardships endured;
- how the treatment of sub-groups intensified with reference to Jews, political opponents, gypsies;
- how many Germans began to oppose Nazi rule as the war progressed including the Church, young people, women and the army;
- how the final stages of the war witnessed desperate measures such as the use of the Volkssturm and young boys to bolster the military effort.

Question 3

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
9	3	6		

Question: **Hitler was able to consolidate his power in Germany as a result of factors such as:**

- the Reichstag Fire
- the passing of the Enabling Act
- the Night of the Long Knives

Arrange the factors in order of their importance in Hitler's consolidation of power. Explain your choices.[9]

Band descriptors and mark allocations

	AO1(a+b) 3 marks		AO2 6 marks	
BAND 3	Demonstrates detailed knowledge and understanding of the features mentioned.	3	Fully explains the importance of the factors in the question. There will be a clear, well-supported justification of the relative importance of the factors set within the appropriate historical context.	5-6
BAND 2	Demonstrates some knowledge and understanding of the features mentioned.	2	Begins to explain the importance of the factors. There will be some justification of the relative importance of the factors.	3-4
BAND 1	Demonstrates limited knowledge and understanding of the features mentioned.	1	Limited explanation of the importance of the factors. There will be little attempt to justify the relative importance of the 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. 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 Reichstag Fire was important for a number of reasons: following the fire Hitler claimed that it had been staged by the communists as a signal for an uprising and seized the opportunity to persuade Hindenburg to issue an emergency decree; basic civil liberties were suspended such as free speech, censorship of the press and the imprisonment of opponents without trial; the banning of political opponents in the election in March under the terms of the decree was fundamental in undermining the rule of law and eliminated the chance of free and fair elections.*

- *the passing of the Enabling Act was important for a number of reasons: the March election failed to provide Hitler with the two-thirds majority in the Reichstag in order to change the constitution and so he introduced the Enabling Bill; by political wrangling he secured the passage of the Enabling Act of March 1933 which gave Hitler powers to pass laws without the consent of the Reichstag; civil liberties were abolished and state powers were transferred to the Reichstag which in effect turned Hitler's government into a legal dictatorship; the Act marked the end of the Weimar Constitution and became the cornerstone of the Third Reich.*
- *the Night of the Long Knives was important for a number of reasons: the SA had been instrumental in Hitler's rise but it had outgrown its usefulness and he was suspicious of its leader Röhm and others and on June 30th 1934 over 80 "enemies of the state" were executed by the SS and hundreds more killed in the aftermath; the event is considered a turning point in the establishment of Hitler's dictatorship as, with the support of the army, he could eliminate anyone illustrating the ruthlessness and brutality of the regime.*

Question 4

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

Question: **Explain why life changed for young people in Germany between 1933 and 1939.** [8]

Band descriptors and mark allocations

	AO1(a+b) 3 marks		AO2 5 marks	
BAND 3	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
BAND 2	Demonstrates some knowledge and understanding of the key features in the question.	2	Partially explains the issue within the appropriate historical context.	2-3
BAND 1	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:

- *Hitler's realisation that the indoctrination of children in Nazi beliefs was key to making them keen and enthusiastic members of the Third Reich which would be achieved through the control of education;*
- *all aspects of schooling were strongly biased towards Nazi ideology and noticeboards were adorned with propaganda posters;*
- *for boys emphasis was placed on physical training, character building and preparation for the military and separate schools were established to train future Nazi leaders;*
- *for girls the focus was on domestic training that would provide loyal wives and the mothers of the next generation of fanatical Nazis;*
- *control continued outside school with the Hitler Youth Movement with divisions for young people in terms of age and gender;*
- *boys were further instructed in military skills and girls in their domestic roles which would mould them into loyal and fanatical servants of the Nazi regime.*

Question 5

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

Question: **How important was Gustav Stresemann in the recovery of Germany in the 1920s?** **[12]**

Band descriptors and mark allocations

	AO1(a+b) 4 marks		AO2 8 marks	
BAND 4	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
BAND 3	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
BAND 2	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
BAND 1	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:

- how Stresemann was important in securing economic revival by restoring confidence in the economy while restoring national standing as the country entered a "Golden Age";
- how the economy was stabilised by his handling of the Ruhr crisis and by dealing with the financial crisis of 1923 with the introduction of a new currency;
- securing investment from the USA in the form of the Dawes and Young Plans;
- the use of foreign aid to rebuild industry, increased output with the resultant drop in unemployment and the absence of strikes;
- how he was seen as the chief architect of Weimar foreign policy as part of his programme of fulfilment and how he was effective in regaining Germany's international respect and Great Power status;
- Stresemann's successes in foreign affairs with the Locarno Treaty, entry into the League of Nations and the Kellogg Briand Pact;
- answers should also consider the importance of Gustav Stresemann in the recovery of Germany alongside other factors such as: how the economic improvement and stability lessened the threat from extremist groups, the feeling among the nations of Europe that the terms of Versailles had been harsh together with a willingness to reduce reparations and welcome Germany back into the international fold and, crucially how the economic recovery was totally dependent on US financial backing.