GCSE MARKING SCHEME

SUMMER 2022

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 2022 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

SUMMER 2022 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 events in the Sudetenland, 1938. [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.

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 a photograph of Hitler with the British Prime Minister, Neville Chamberlain, in Munich, September 1938;*
- *it shows that Chamberlain had flown to Munich to meet Hitler and that it was clearly an important, formal occasion, given the troops on display and diplomats present;*
- *Chamberlain had flown to Munich due to the Sudeten crisis; the Sudetenland was a border area of Czechoslovakia that contained a large amount of German speakers; Hitler demanded that the area be given to Germany and this precipitated the crisis;*
- *during this period the British and French governments were following a policy of appeasement and rather than support the Czech government under Benes, Chamberlain assumed the role of peacemaker, flying to meet Hitler on three occasions;*
- *Chamberlain was convinced that Hitler's demands could be satisfied and that war could be avoided; therefore under the Munich Agreement of September 1938, the Sudetenland was given to Germany against the wishes of the Czech government;*
- *the acquisition of the Sudetenland was another stage in Hitler's aim to unite all German speakers in one Reich.*

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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.

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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 events in the Sudetenland, 1938. [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 a photograph of Hitler with the British Prime Minister, Neville Chamberlain, in Munich, September 1938;*
- *it shows that Chamberlain had flown to Munich to meet Hitler and that it was clearly an important, formal occasion, given the troops on display and diplomats present;*
- *Chamberlain had flown to Munich due to the Sudeten crisis; the Sudetenland was a border area of Czechoslovakia that contained a large amount of German speakers; Hitler demanded that the area be given to Germany and this precipitated the crisis;*
- *during this period the British and French governments were following a policy of appeasement and rather than support the Czech government under Benes, Chamberlain assumed the role of peacemaker, flying to meet Hitler on three occasions;*
- *Chamberlain was convinced that Hitler's demands could be satisfied and that war could be avoided; therefore under the Munich Agreement of September 1938, the Sudetenland was given to Germany against the wishes of the Czech government;*
- *the acquisition of the Sudetenland was another stage in Hitler's aim to unite all German speakers in one Reich.*

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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 a cartoon published in a British satirical magazine shortly after the Reichstag Fire of February, 1933;*
- *it depicts President Hindenburg telling Hitler that the fire is an opportunity for him to assume dictatorial powers;*
- *its purpose is to cast doubt on the official account of the Reichstag Fire; it clearly suggests that this was a heaven sent opportunity for Hitler and is meant to possibly imply Nazi involvement in events;*
- *its purpose is to show that Hitler would now presumably use the emergency powers granted after the fire to assume greater control over Germany;*
- *the cartoon depicts Hitler and Hindenburg in Roman-style clothes and is a satirical take on the events;*
- *the audience would have been British readers of the magazine and it therefore reflects the suspicions held abroad with regard to Hitler's ambitions and intentions;*
- *the cartoon reflects events in Germany at the time, set in the context of Hitler's rise to power.*

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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 propaganda was the main method used by the Nazis to control Germany? [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 does support the view that propaganda was the main method used by the Nazis to control Germany;*
- *the interpretation states that Nazi propaganda was successful in controlling the German nation and this was due to the range of methods used and Hitler's ability to convince people;*
- *it asserts that these methods created like-minded people and that in effect meant Germany was easier to control;*
- *the author is a professor of communication and therefore an expert in this particular field;*
- *although research would have been undertaken, the interpretation may be influenced by its subject matter, which is clearly stated in the title and therefore the focus of the publication;*
- *the audience would presumably be an academic one and this may have influenced the thrust of the interpretation;*
- *Interpretation 2 does not support the view that propaganda was the main method used by the Nazis to control Germany;*
- *it asserts that the threat and use of terror was the most important feature of how the Nazis kept control;*
- *it asserts that the Gestapo played a key role, through its power and network of informants, in helping the Nazis to control Germany;*
- *the interpretation however, is from a general education website focused on the Holocaust;*
- *this implies that even though appropriate research would have been undertaken, the predilections of the website and presumably the target audience, would have had an influence on the forming of the interpretation;*
- *answers should be able to reach a judgement about the degree of support for the view that propaganda was the main method used by the Nazis to control Germany, based on the context 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 French occupation of the Ruhr, 1923? [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 French occupation of the Ruhr,1923;*
- *Source C is useful as it is a German poster printed in 1923 that shows a German perspective on events;*
- *it is useful as it clearly portrays the French as the aggressors, attempting to grab the resources of the Ruhr, backed up by the threat of violence as depicted in the rifle;*
- *the title of the poster reveals it is clearly meant to influence its audience, the wider German public, into opposing the French actions in the Ruhr; it is designed to create patriotism and unite opinion against the French;*
- *Source D is also useful to an historian as it is from an outsider's perspective;*
- *the source also criticises the French occupation asserting that it has been a failure due to the fact that it has paralysed German industry;*
- *it also asserts that by encouraging resistance, the occupation has reduced the amount of reparations the French have received;*
- *it is useful because it is the perspective of a British politician, removed from events and may be a more objective view of events in the Ruhr, as opposed to Source C;*
- *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 French occupation of the Ruhr.*

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Question 5

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

Question: **'Stresemann brought peace and stability to Germany, a period rightly known as the Golden Years.'**
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 Gustav Stresemann brought peace and stability to Germany;*
- *the interpretation can be argued by reference to several factors: after the crisis of 1923 with the French invasion of the Ruhr, hyperinflation and the Munich Putsch, Stresemann was instrumental in implementing initiatives that improved the German economy;*
- *it is supported by the fact that he called off the passive resistance in the Ruhr which got German production moving again; the problem of hyperinflation was solved by the introduction of a new currency and the Dawes Plan and later the Young Plan helped Germany with its reparation payments;*
- *it can also be supported by reference to Stresemann's work in foreign affairs, where the Locarno Pact, entry to the League of Nations and participation in the Kellogg-Briand Pact, all greatly improved Germany's international reputation;*
- *however, in some ways this interpretation may be rather generalised and not fully reflective of the events in the period;*
- *candidates may assert that although Stresemann appeared to have brought peace and stability to Germany, there were underlying problems that greatly weakened the Weimar Republic;*
- *candidates may assert that political instability remained due to the voting system of proportional representation, which made decisions difficult to make;*
- *the over-reliance on short-term credit, particularly from America, not only was dangerous economically, but pushed some Germans towards the right who opposed such measures; this would hasten the demise of the Republic after Stresemann's death;*
- *answers may comment upon the fact that the article is from a general information website devoted to German culture; it is clearly not a specialist site and its intended audience is presumably the general public;*
- *the title of the article suggests a positive focus on Stresemann and these factors may well have influenced the forming of the interpretation;*
- *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 differing interpretations as part of a wider historical debate about Stresemann and the Weimar Republic;*
- *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 the Stresemann years.*

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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
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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