GCSE MARKING SCHEME

SUMMER 2022

HISTORY
COMPONENT 2: PERIOD STUDY
2B. The Development of Germany, 1919-1991
C100U20-1

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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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GCSE HISTORY – COMPONENT 2: PERIOD STUDY

2B. THE DEVELOPMENT OF GERMANY, 1919-1991

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(a)*	*AO2*	*AO3 (a)*	*AO4*
5	**5**			

Question: e.g. **Describe the status of women in Nazi Germany between 1933 and 1939. [5]**

Band descriptors and mark allocations

	AO1(a) 5 marks	
BAND 3	**Demonstrates detailed 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**

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 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, the Motherhood Cross was awarded to mothers of large families, 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.*
- *with the onset of war, there was a renewed demand for women factory workers and their wage rates increased.*

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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 (a)*	*AO2*	*AO3*	*AO4*
5	**5**			

Question: **Describe the status of women in Nazi Germany between 1933 and 1939. [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 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, the Motherhood Cross was awarded to mothers of large families, 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;*
- *with the onset of war, there was a renewed demand for women factory workers and their wage rates increased.*

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Question 2

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

Question: **How far did West Germany recover economically under Konrad Adenauer between 1949 and 1963? [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:

- *on taking office in 1949 Adenauer was tasked with transforming West Germany from a devastated and demoralised country into a prosperous industrial state;*
- *as part of the "economic miracle" a new currency, the Deutschmark, helped stabilise the economy, stimulated economic growth and led to low rates of inflation;*
- *the free market policies of Erhard and the effective use of Marshall Aid provided a massive boost to the economy;*
- *the levying of high taxes on high earners raised revenue;*
- *the emphasis on replacing old smokestack industries with modern factories with hi-tech equipment along with increased production of consumer goods e.g. cars led to the highest annual growth rate in western Europe;*
- *excellent relations with trade unions ensured a co-operative workforce and there were few strikes;*
- *the rebuilding of houses after the devastation of war led to an improvement in living standards;*
- *unemployment was reduced and a welfare state was created;*
- *increased trading links with other counties along with the huge demand for goods as a result of the Korean War added to the recovery;*
- *the willingness of the western allies to invest in West Germany in order to create a strong buffer against East Germany contributed to the economic recovery.*

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Question 3

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

Question: **The Weimar Republic faced many problems between 1919 and 1933 such as:**

- **opposition from political groups between 1919 and 1923**
- **the hyperinflation of 1923**
- **the Depression of 1929**

Arrange the factors in order of the Weimar Republic`s success in dealing with its problems between 1919 and 1933. 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 extent of success in dealing with the problems 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 extent of success in dealing with the problems.**	**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 extent of success in dealing with the problems.**	**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. 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:

- *opposition from political groups was dealt with to an extent; there were left and right wing uprisings with the aim of de-stabilising the government; the first important threat to the Weimar government came from the Spartacus League (later the German Communist Party) with the belief in violent revolution and the seizure of power for the working classes; revolts in Berlin and other cities; the government`s actions and with the help of the "Freikorps" the revolts were put down; in 1920 another major threat to the Weimar government came from right-wing Germans who opposed democracy and supporters of Dr Wolfgang Kapp attempted to seize power in Berlin by setting up a right-wing government and calling a general strike of workers; the "Kapp Putsch" failed but the leniency with which those involved were punished, and the lack of full support from the army for the new Weimar Republic, were important signs of the weakness of the new government; the Nazi seizure of power in Munich in 1923 was again put down by the army but it led to Hitler`s adoption of a legal path to power; Stresemann`s diplomacy, together with economic stability, led to a decline in support for extremist parties;*
- *the hyperinflation of 1923 was dealt with to an extent; the Nazi attempt to seize power came at a time of economic and political crisis; the crippling terms of the Treaty of Versailles and the loss of industrial land was compounded by large reparation payments; failure to make payments in 1922 led to the occupation of the Ruhr region by the French and Belgians causing the German government to call a general strike; the printing of money to pay the workers led to hyperinflation and the currency became worthless; Stresemann was central to the economic recovery with the introduction of a new currency which controlled inflation and unemployment was reduced; the securing of US financial support in the form of the Dawes and Young Plans eased the issue of reparations and contributed to the economic recovery; Stresemann`s actions were key to keeping the coalitions together which ushered in a time of confidence and stability which lessened the attraction of extremist parties;*
- *the depression of 1929 was dealt with to an extent; the economic crisis coincided with the death of Stresemann which ended the period of prosperity and stability; the political effect was that Germans lost faith in the Weimar government and turned to more extreme political parties to provide solutions to Germany`s problems; the collapse of the US economy plunged the world into a serious economic crisis and in Germany, whose industries relied heavily on American loans; Germany's exports declined, prices of farm products dropped drastically and businesses went bankrupt leading to mass unemployment; in desperation people turned to extremist parties like the communists and Nazis; as the Nazis gained support it became necessary to include them in the government leading to Hitler`s appointment as chancellor; the Weimar government had survived the economic crisis of 1923 but the crisis of 1929 destroyed it; the economic crisis of 1929 led to a political crisis and by the early 1930s democracy was finished.*

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Question 4

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

Question: **Explain why East and West Germany were reunified by 1990. [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:

- *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 and 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 9th1989 the East German government opened its borders allowing free travel and thousands marched to the Berlin Wall and pulled it down;*
- *on 28th November 1989 Kohl announced his ten-point plan to reunify Germany and campaigned for reunification;*

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- *the West German government made loans to prop up the bankrupt East Germany and it was clear that with its poor economy, East Germany had no long-term future as a country;*
- *in March 1990 the free elections in East Germany indicated support for reunification;*
- *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.*

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Question 5

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

Question**:** **How important was the Night of the Long Knives in the creation of the Nazi dictatorship**? **[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:

- *the SA had played a key role in the Nazi rise to power but Hitler now saw it and its leadership as a threat as its leader; Ernst Röhm, wanted to incorporate the army into the SA;*
- *Röhm was also keen to push for a socialist revolution which increased the threat to Hitler`s aims;*
- *army generals were also anxious to eliminate the SA, and Hitler realised that he needed the support of the army more than that of the SA;*
- *on the night of 30th June 1934, on Hitler's instructions, the SS moved swiftly against the leaders of the SA and in a brutal attack, hundreds of "enemies of the state" were murdered, including Ernst Röhm in what became known as the Night of the Long Knives;*
- *the SA were now replaced by Himmler's SS, which increased its power further;*

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- *the events of 30th June 1934 sent shock waves around the world and exposed the brutality of the regime;*
- *these events can be considered a turning point in the consolidation of power by the ruthless eradication of potential opponents;*
- *the support of the army was secured and the SA was diminished while the power of the SS was furthered;*
- *the incident also showed that Hitler's was virtually a dictator;*
- *in order to fully analyse and explain the importance of the Night of the Long Knives in the Nazi consolidation of power answers should also consider the importance of other factors such as: the Nazi exploitation of the Reichstag Fire; the passing of the Enabling Act; the death of Hindenburg and the creation of the office of Führer. The Night of the Long Knives was therefore a continuation of other events.*

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