



GCSE MARKING SCHEME

SUMMER 2019

GCSE (NEW)

HISTORY

**UNIT 2: HISTORY WITH A EUROPEAN / WORLD
FOCUS**

**2C. GERMANY IN TRANSITION, 1919-1939
3100UG0-1**

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

UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2C. GERMANY IN TRANSITION, 1919-39

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>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
6	4		2	

Question: e.g. **Use Source A and your own knowledge to describe how Stresemann dealt with Germany's economic problems.** [6]

Band descriptors and mark allocations

This is the question and its mark tariff.

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

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.

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 picture of Germans destroying the old German Mark following the Hyperinflation of 1923. Stresemann scrapped the inflated Mark and replaced it with the Rentenmark;*
- *Stresemann called off the policy of passive resistance in a bid to tackle the hyper-inflation; he then got rid of the worthless mark and replaced it with the Rentenmark. The Rentenmark restored the confidence of the German people in the currency. In the following year the Rentenmark was converted into the Reichmark;*
- *he secured the withdrawal of French and Belgian troops from the Ruhr coalfields by agreeing to start re-paying reparations;*
- *Stresemann's first achievement was to persuade the French, British and Americans to accept lower reparations payments;*
- *he negotiated the Dawes Plan with the USA in 1924 which re-organised payments. Germany agreed to pay as much as it could afford each year, starting with 1,000 million marks. Germany received a loan of 800 million marks to get the plan started. The Plan was accepted by Germany and the Allies and came into effect in September 1924;*
- *he negotiated loans - between 1924 and 1929 foreign banks (mostly American) lent some 25,000 million gold marks to German borrowers. With this money new homes, factories and public facilities were built;*
- *in 1929 he signed the Young Plan which reduced reparations from £6,600 million to £1,850 million. The length of time Germany had to pay was extended to 59 years.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response. Candidate might include in their response.

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

UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2C. GERMANY IN TRANSITION, 1919-1939

Question 1

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
6	4		2	

Question: **Use Source A and your own knowledge to describe how Stresemann dealt with Germany's economic problems.**

[6]

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	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 picture of Germans destroying the old German Mark following the Hyperinflation of 1923. Stresemann scrapped the inflated Mark and replaced it with the Rentenmark;*
- *Stresemann called off the policy of passive resistance in a bid to tackle the hyper-inflation; he then got rid of the worthless mark and replaced it with the Rentenmark; The Rentenmark restored the confidence of the German people in the currency. In the following year the Rentenmark was converted into the Reichsmark;*
- *he secured the withdrawal of French and Belgian troops from the Ruhr coalfields by agreeing to start re-paying reparations;*
- *Stresemann's first achievement was to persuade the French, British and Americans to accept lower reparations payments;*
- *he negotiated the Dawes Plan with the USA in 1924 which re-organised payments. Germany agreed to pay as much as it could afford each year, starting with 1,000 million marks. Germany received a loan of 800 million marks to get the plan started. The Plan was accepted by Germany and the Allies and came into effect in September 1924;*
- *he negotiated loans - between 1924 and 1929 foreign banks (mostly American) lent some 25,000 million gold marks to German borrowers. With this money new homes, factories and public facilities were built;*
- *in 1929 he signed the Young Plan which reduced reparations from £6,600 million to £1,850 million. The length of time Germany had to pay was extended to 59 years.*

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
8	8			

Question: **Describe the treatment of Jews in Germany between 1933 and 1939.** [8]

Band descriptors and mark allocations

AO1 8 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	6-8
BAND 2	Demonstrates knowledge to partially describe the issue.	3-5
BAND 1	Demonstrates limited knowledge to describe the issue.	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:

- *Jews were immediately persecuted once the Nazis came to power because of the racist ideology of the Nazis which was put into practice post 1933;*
- *in April 1933, the SA organised a boycott of Jewish owned shops, cafes and businesses;*
- *a number of laws were passed to restrict their life; they were not allowed to do certain jobs and Jews lost their jobs and position in society;*
- *The Nuremberg Laws of 15 September 1935 led to Jews losing German citizenship. Marriage between Jews and Aryans was illegal and Jews lost some of their most basic rights;*
- *Kristallnacht, the Night of the Broken Glass in 1938 was a pogrom that led to the deaths of hundreds of Jews and the imprisonment of thousands. Following the death of a Nazi diplomat in Paris, the Nazis organised a campaign of terror against the Jewish population of Germany. It began on the evening of 9-10 November. About 7500 Jewish businesses were destroyed. About 100 Jews were killed and 20,000 sent to concentration camps. Synagogues were burnt;*
- *following Kristallnacht, Jews were fined 1 billion Reichsmarks as compensation for the damage caused. Jews lost the right to own or manage businesses and Jewish children could no longer attend Aryan schools;*
- *many Jews emigrated as a result of the persecution;*
- *in January 1939 the Reich Office for Jewish Emigration was established by Heydrich. The SS now had the responsibility for removing Jews from Germany by forced emigration.*

Question 3

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
8	4		4	

Question: **What was the purpose of Source B?** **[8]**

Band descriptors and mark allocations

	AO1 4 marks		AO3 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 a Nazi propaganda poster from 1932;*
- *as it is a Nazi poster, its main purpose is to encourage the German people into supporting the Nazis in the July 1932 election;*
- *it focuses on the German family and the helplessness felt by many people during the early 1930s. The man in the poster appears sad and is clearly unemployed. The mother is desperate for help, with a family to feed and support;*
- *this is a reference to the mass unemployment caused by the Depression following the withdrawal of US loans. By 1933 there were 6 million unemployed in Germany;*
- *the poster is targeting women in particular, appealing for their vote in the upcoming election and saying that a vote for Hitler would give their children a future;*
- *the poster is asking Germans to vote Nazi in order to save the German family. It is clear that in order for the German family, and children to have a future, they must vote for Hitler and the Nazis in the election;*
- *the source was published during the July 1932 election campaign and is clearly a piece of propaganda trying to play on the general mood of depression felt by millions at the beginning of the 1930s;*
- *the propaganda used by the Nazis clearly worked during this election as they became the largest party in the Reichstag following the election winning 230 seats.*

Question 4

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
12	6		6	

Question: **Which of the sources is more useful to an historian studying the methods used by the Nazis to control Germany?** **[12]**

Band descriptors and mark allocations

	AO1 6 marks			AO3 6 marks	
BAND 3	Demonstrates detailed understanding of the key feature in the question.	5-6	BAND 3	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.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	3-4	BAND 2	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.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1-2	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.

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 used by the Nazis to control Germany;*
- *Source C is useful because it shows how Goebbels and the Nazis used technology and the radio to manipulate and control the information given to the German people. The speech was made in August 1933 and is useful as it demonstrates how radios were being used at the time. Only positive messages were given, and Goebbels believed that the Radio was crucial. There is reference to the cheap radios given to Germans so that the Nazi message could be spread far and wide. Goebbels is presenting the cheap mass produced radios to the German people and the speech promotes this;*
- *although Goebbels was the minister of Propaganda, the source is useful as it gives us an insight into the methods used by the Nazis to spread their Propaganda. The radio was a key part of the way the Nazis controlled Germany;*
- *as minister for Propaganda, Goebbels would have a good insight into how the Radio was used in Nazi Germany. While clearly care needs to be taken when looking at Goebbels, and his opinion, this is nonetheless a useful source;*

- *all radios were placed under Nazi control. By 1939 about 70% of German families owned a radio. Radio sets were installed in cafes, factories, schools, offices and loudspeakers were placed in streets;*
- *it was important that the Nazi message was heard by as many people as possible as often as possible – this is reinforced in this source, and Goebbels refers to the Radio as reflecting the Mood of the time, and must demonstrate National Socialist ideas;*
- *Source D is also useful as it describes the way the Gestapo used force and terror to intimidate opposition. It gives us a first-hand account of the brutality of the Nazi regime;*
- *the Nazis used their own organisations to instil fear into the German people; the SS, SD and Gestapo were the main organisations. The Gestapo could arrest and imprison those suspected of opposing the state and the source is useful as it gives an insight into the methods used by the Gestapo to control and instil fear into the general public;*
- *the usefulness of this source can be questioned as the author was an opponent of the Nazi Party and as a leading Communist, Thalmann would not support the Nazi Party;*
- *he may be biased against the Nazis however there is little doubt that Communists were treated harshly by the Gestapo. Thalmann was tortured and beaten up. The fact that he had to smuggle out details of the torture, reinforces the treatment of opposition within Nazi Germany;*
- *at the beginning of 1933, and following the Reichstag Fire, many German Communists were arrested and brutalized. Hitler had begun to consolidate power, and the Gestapo had an important role in this;*
- *the source is useful as it describes a key method used by the Nazis, and in particular the Gestapo to control any opposition within the country. Many political opponents were imprisoned in Concentration Camps such as Dachau;*
- *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.*

Question 5

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
19	4	12			3

Question: **To what extent was the Night of the Long Knives the most important factor in Hitler's consolidation of power between 1933 and 1934?** **[16+3]**

Band descriptors and mark allocations

	AO1 4 marks		AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	Offers a generalised response with little analysis of impact.	1-3

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 importance of the Night of the Long Knives will be evaluated in the context of the other events between 1933 and 1934 that contributed to Hitler increasing his power over Germany;*
- *the Night of the Long Knives (Operation Hummingbird) was the purging of Hitler's political and military rivals in the SA and it was very important because it eliminated Hitler's main critics. Other opponents were also killed. Hitler took action in June 1934 following information by Himmler that Rohm was about to seize power;*
- *Rohm was seen as a threat by Hitler and needed to be dealt with; the SA were mainly working class people and they favoured the socialist views of the Nazi programme. They were hoping that Hitler would introduce reforms to help the workers;*
- *one reason for the removal of the leaders of the SA was to win the support of the German Army. Rohm had wanted to incorporate the army into the SA. Hitler wanted the support of the Army for future endeavours. By June 1934 Hitler had to make a choice between the SA and the Army;*
- *the SS led by Himmler wanted to break away from the SA and Goering wanted to lead the armed forces and therefore saw an opponent in Rohm;*
- *the Night of the Long Knives is often seen as the turning point for Hitler's rule in Germany as he eliminated would-be opponents and secured the support of the Army;*
- *if there had been any doubt about Hitler's rule, it was now clear to all that fear and terror would play an important role;*

- there were however other important events in Hitler's consolidation of power;
- between 1933-34 Hitler carried out the Legal Revolution;
- numerous events helped to increase his grip over Germany such as;
- the Reichstag fire – gave Hitler the ideal excuse to remove the threat posed by his greatest opposition, the Communist Party;
- following the Fire, Hitler persuaded Hindenburg to sign the 'Decree for the Protection of People and State'. This suspended basic civil rights and allowed the Nazis to imprison many of their political opponents. Opposition newspapers were banned. This all took place before the March election. It can be argued that this was a key event in his increasing his power over Germany;
- The Enabling Act – This gave Hitler full powers for 4 years and meant that the Reichstag became a rubber-stamp for Nazi activities and laws. It is regarded as the 'foundation stone' of the Third Reich and as such is an important factor in the consolidation, and increasing of Hitler's control over Germany;
- The Enabling Act resulted in the suspension of civil liberties and led to a series of laws increasing the hold of the Nazis party over everyday life in Germany including the banning of all political parties apart from the Nazis. Abolition of Trade Unions. The imposition of Censorship;
- the death of Hindenburg was also important as it allowed Hitler to make himself Fuhrer. Hitler combined the roles of Chancellor and President giving himself the title of Fuhrer;
- The Night of the Long Knives therefore played a key role in the creation of his dictatorship, but it is to be viewed in the context of other factors.

After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- 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
<i>High</i>	3	<ul style="list-style-type: none"> • 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
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • 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
<i>Threshold</i>	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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