



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 2  
DEPTH STUDY 8: GERMANY: DEMOCRACY TO  
DICTATORSHIP, c. 1918-1945

PART 1: WEIMAR AND ITS CHALLENGES,  
c. 1918-1933

2100U80-1

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 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.

## UNIT 2

### DEPTH STUDY 8

#### GERMANY: DEMOCRACY TO DICTATORSHIP c.1918-45

#### PART 1: WEIMAR AND ITS CHALLENGES c.1918-33

### MARK SCHEME

#### Marking guidance for examiners for Question 1

#### Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

#### The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on the specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 2.

#### Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Thirdly a final mark for the question can then be awarded.

## INDICATIVE CONTENT FOR QUESTION 1

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the growth of the Nazi party between 1920 and 1930.**

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying the growth of the Nazi party between 1920 and 1930. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A is from a speech by Adolf Hitler in 1920. Hitler is attempting to win support for his views from across the political spectrum. The small Nazi party was one of a number of radical fringe groups established immediately after the end of the First World War. Hitler had been observing the activity of political organisations such as the German Workers Party which he subsequently joined and renamed in 1920. The NSDAP was a tiny organisation based in Munich, with a predominantly right wing and patriotic programme. This early conception of Nazism was revolutionary and this is reflected in the content and tone of the source. The tone of the speech also reveals Hitler's powers of oratory which gave impetus to such a small political movement which now became energised with Hitler's self belief. Hitler had been given the responsibility for recruitment and propaganda, which is revealed in this speech. Hitler tries to identify himself with the dissatisfied Bavarians whom he was addressing, and in so doing his public profile in Munich grew. Discussion of the context may also reveal the lack of support from the right for the Republic in the wake of the Spartacist revolt of 1919 and the Kapp Putsch of March 1920. The source reveals a willingness to use violence and the readiness to draft a programme appealing to different groups within society. The source is valuable evidence to an historian studying the early growth of the Nazi Party because it shows that although their ideas and slogans were not entirely original, through a combination of good fortune and circumstances the Nazi party was emerging above other right wing groups that were mushrooming in Germany at that time. The source should be treated with caution because this is a propaganda speech but it does exemplify Hitler's emerging talent as a public speaker, a key factor in the early growth of the Party.

- Source B is from an article from *Der Angriff*, a Nazi newspaper which was edited by Goebbels. The article is entitled 'Why we want to Join the Reichstag' and is a discussion of why the Nazis in 1928 are prepared to use the democratic process to enter the Reichstag. The source denies any real belief in Parliamentary government but reveals the change in strategy by the Nazis for achieving power. Instead of coming to power by revolution, the Nazis now proposed to achieve its objective by legal means and then to introduce revolution from above. This article should be considered within the context of the so called 'golden years' of the Weimar Republic when the political extremes were not as popular. It should also be considered within the context of the May 1928 elections and the fact that the ban against the Nazis had been lifted in 1928 which allowed for such political electioneering. The tone of the source reveals a complete contempt for democracy and should be treated with caution because of its exaggerated nature. However, it is valuable to an historian because it reveals the change in tactics and shows that the Nazis had built a national organisation. Furthermore it reveals the self belief which the Nazis held even by 1928. They had every expectation to gain power even though they actually remained in the wilderness years following this election. Source B reveals how far the nature of the fringe Nazi party has changed from 1920 and Source A. The Nazis had now developed a sophisticated party machine geared to winning mass support.
- Source C is from a diary written by Count Harry Kessler, an anti Nazi diplomat and aristocrat in September 1930. Kessler records his dismay at the fact that the Nazis had now become the second largest party within the Reichstag. It contrasts completely with the humble beginnings of the party revealed in Sources A and B. The source should be placed within the context of the blow delivered by the depression to the Republic. The economic meltdown of the depression certainly radicalised the political climate in Germany which is indicated in the source. The source should be considered alongside the context of Source B for the Nazis were now in a position to take advantage of the economic crisis. The tone of the source is very pessimistic with grave concerns for the future of Germany and Europe. Despite being an emotional response to the election result of 1930 it is an honest reflection on the political realities of Germany in 1930. There appears to be some aristocratic snobbery within the diary with some contempt for the middle classes in Germany, and this should be treated with caution. However, the source remains valuable evidence to an historian studying the Nazi party between 1920-1930 because it records the electoral breakthrough of the Nazis when the Nazis won 6.5 million votes. The election of 1930 was a turning point in Nazi fortunes. Overnight the Nazis' position changed from being that of a party on the fringes to being the second largest party in the Reichstag.

Overall, candidates will assess the value of the sources to an historian studying the growth of the Nazi party between 1920 and 1930. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

## MARK SCHEME UNIT 2 QUESTION 1

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 2 question 1 also gives a similar breakdown and descriptors.

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the appropriate historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.</i>
<b>ACX, VTH, ATQS OVER THE PERIOD SET</b>		
B6S	30	The response shows accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the appropriate historical context and covering all of the period set in the enquiry. There will be a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.
B6C	27	The response begins to show some characteristics of Band 6

<b>Band 5 CHARACTERISTICS</b>		<i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the appropriate historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue.</i>
<b>ACX and VTH</b>		
B5S	25	The response shows accurate source evaluation using the content and attributions of the three sources, setting the response in the appropriate historical context and covering most of the period set in the enquiry. There will be a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
B5C	23	The response begins to show some characteristics of Band 5

<b>Band 4 CHARACTERISTICS</b>		<i>Clearly attempts an analysis and evaluation of the given sources in relation to the general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value to an historian of some or all three sources.</i>	
<b>GCX, VTH and U</b>			
B4H	20		The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This will be used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable.
B4S	18		The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value to an historian will be present on some or all of the three sources though some general comments on utility may be seen.
B4C	16	The response begins to show some characteristics of Band 4 in discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.	

<b>Band 3 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i>	
<b>Mechanistic V, S&amp;L and U</b>			
B3H	15		The response is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There will be a limited judgement on all of the sources.
B3S	13		The response is able to evaluate some or all of the three sources by focusing on their attributions and / or content. Any reference to the historical context will be limited. There will be a limited judgement on some of the sources.
B3C	11	The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted.	

<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i>
<b>TRAWL</b>		
B2H	8	The response is able to discuss the strengths and / or limitations of all three sources by focusing on their content and / or attributions.
B2S	6	The response is able to discuss the strengths and / or limitations of some of the three sources by focusing on their content mostly.

<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from content or attributions of the given sources.</i>
<b>COPYING / COMPREHENSION</b>		
B1H	5	Paraphrases from all of the three sources and / or attributions or plain narrative.
B1S	3	Copies from one or two of the three sources and / or attributions.
	0	Use for incorrect answers



## Marking guidance for examiners for Question 2

### Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

### The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- advice on the specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 3.

### Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Thirdly a final mark for the question can then be awarded.

## INDICATIVE CONTENT FOR QUESTION 2

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **How valid is the view that the problems of the Weimar Republic in the years 1919-1923 were mainly caused by political instability?**

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that the problems of the Weimar Republic in the years 1919-1923 were mainly caused by political instability.

Candidates are invited to enter into a debate about the origins of the problems of the Weimar Republic in the years 1919-1923. Learners will consider interpretations of this issue within the wider historical debate about the problems of the Weimar Republic between 1919-1923. Some of the issues to consider may include:

- Interpretation 1 argues that between 1919-1923 the most serious problem for the Weimar Republic was the harshness of the terms of the Treaty of Versailles which resulted in political demoralisation and an economic crisis. According to Nicholls the Treaty cast a long shadow over the Republic creating problems throughout the period. Thus the problems of Weimar were the result of an external event, which was the result of changing circumstances and conditions, leading to a treaty with the victorious allies which created the problems of Weimar.
- In analysing and evaluating Interpretation 1 answers might argue that this is representative of the traditionalist viewpoint of the years 1919-1923 which argue that the problems of Weimar were the result of historical circumstances. The Treaty of Versailles was seen as a serious handicap to the establishment stability in the period 1919-1923. Versailles was instrumental as the real cause of Germany's problems. The Treaty of Versailles became an integral part of the internal political and economic problems which evolved in Germany after 1919. This a rather simplistic view of the years 1919-1923, which was perhaps shaped by the perception of Germans who saw it as the main cause of Germany's problems. The fact that this is written in a specialist history of Weimar Germany in 1979 means that the author should have a measured understanding of the period 1919-1923. Clearly the author of the source, an academic historian and specialist in Nazi Germany, will add strength to the veracity of the interpretation but he should have considered the political and economic schools of thinking in the formation of his own. Nicholls seems easily swayed by the groundswell of German public opinion and he seems to have ignored the political school of thinking of history.
- Interpretation 2 argues that there were underlying problems with the political system of Weimar from the outset. There was an undercurrent of anti democratic feeling which meant that there were problems with the new political system. Political change had not been accepted and the cumulative effect was failure of coalition government which led to an ongoing political instability within Weimar. Thus the problems of Weimar were already there, latent within the political system.

- In analysing and evaluating Interpretation 2 it seems that Layton adopts a political explanation to the problems of Weimar in the period 1919-1923. This suggests that the problems of Weimar were the result of a flawed political system which had structural defects from the outset. This is a result of later research and is a more revisionist view of the Weimar Republic in the period 1919-1923. However, it seems all too easy with hindsight to select those elements of the Weimar political system which may have contributed in the main part to the problems of the period 1919-1923. It is unrealistic perhaps to blame the Weimar constitution for all the problems that unfolded because the constitution could not control the conditions and circumstances in which it operated. However, in evaluating these interpretations learners should consider that the two interpretations differ in terms of the historical approach to 1919-1923 and in the process of history and in the timescale. One sees the problems in terms of causal history while the other sees a political solution. Layton has a more generalised understanding of the period and for a student audience so the veracity of this interpretation in terms of the rigour of the historical research should be questioned.
- Candidates may show awareness of the wider historical debate surrounding the problems of Weimar. In particular candidates should be aware of other interpretations such as the view that the problems of the years 1919-1923 were the result of participation in WWI or that the problems of Weimar between 1919-1923 were largely caused by economic issues or that the attitude of foreign powers to Germany was a continuing problem.

Overall candidates will analyse both interpretations using their own understanding of the debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question that the problems of the Weimar Republic between 1919-1923 were mainly caused by political instability.

## MARK SCHEME UNIT 2 QUESTION 2

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 2 question 2 also gives a similar breakdown and descriptors.

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the provided material in its historical context which is used effectively to show how and why different interpretations have been formed in relation to the set enquiry; sustained judgement seen regarding validity.</i>
<b>ACX, WHD, OPI</b>		
B6H	30	The response fully integrates discussion of the context, authorship and content of the provided material together with knowledge and understanding of other possible interpretations of the set issue to reach a well supported and convincing judgement. The response shows convincing understanding of the wider historical debate and of why different interpretations have been formed with discussion of the context and authorship of the provided material.
B6S	27	The response discusses the context, authorship and content, of the provided material together with knowledge and understanding of other possible interpretations to offer a substantiated judgement. The response explains why differing / different interpretations of the issue have been formed.
<b>Band 5 CHARACTERISTICS</b>		<i>Meaningful analysis and evaluation of the provided material in its historical context to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity.</i>
<b>ACX, WHD, OPI</b>		
B5H	25	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows clear understanding of other possible interpretations of the issue. The response will show a firm grasp of the wider historical debate regarding the issue.
B5S	23	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows clear understanding of other possible interpretations. The response needs to indicate how and why interpretations are formed based on the content and especially the authorship of the extracts.

<b>Band 4 CHARACTERISTICS</b>		<i>Some valid analysis and evaluation of the provided material with some knowledge of other possible interpretations to reach a judgement on the specific enquiry; needs a reasonable grasp of the other possible interpretations (OPIs) and the context of the developments in the provided material. There may be some mechanistic comments on the authorship but this is not required.</i>
<b>ACX AND GCX OPI</b>		
B4H	20	The response analyses and evaluates the provided material in its appropriate historical context to offer a valid judgement on the given interpretation together with other possible interpretations of the issue.
B4S	18	The response analyses and evaluates the provided material in its historical context to offer a judgement on the given interpretation; the response shows understanding of other possible interpretations.
B4C	16	The response begins to analyse and evaluate the provided material to offer a judgement on the given interpretation; the response shows awareness of another possible interpretation.

<b>Band 3 CHARACTERISTICS</b>		<i>Mechanistic focus on the authorship and content of the provided material to identify and compare interpretations; some awareness of the general context; any judgement will be limited. There may be some mechanistic comments on the authorship of the provided material.</i>
<b>AUTH GCX</b>		
B3H	15	The response attempts to consider the provided material to identify and compare different interpretations and will offer a limited judgement on the validity of the interpretation presented in the question.
B3S	13	The response attempts to consider the content of the provided material to identify different interpretations; will offer a 'bolt-on' judgement on the validity of the interpretation presented in the question.

<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content of the provided material only.</i>
B2H	8	The response attempts to consider the content of the provided material to show differences between the two presented interpretations and provides a limited judgement on validity.
B2S	6	The response begins to use the content of the provided material to identify some of the differences between the presented interpretations.

<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from the content of the provided material.</i>
B1H	5	Basic comprehension and paraphrasing from the content of the provided material.
B1S	3	Basic comprehension or copying from the content of one of the provided materials.
	0	Use for incorrect answers