



GCE MARK SCHEME (New specification - Wales only)

SUMMER 2016

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

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

2100U8-1

## INTRODUCTION

This marking scheme was used by WJEC for the 2016 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. 1918-1933

### 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 problems facing the Weimar Republic between 1919 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 problems facing the Weimar Republic between 1919 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 an article in a Communist newspaper written in January 1919 following the failure of the Spartacist Revolt. The article, written by a leading German Communist, predicts that the Weimar government of Ebert-Scheidemann, which had brought in the right-wing Freikorps with the support of the Army Command to crush the Spartacist Revolt, would soon lose out to the right wing, now that it had demonstrated it could only maintain its power through force. The article shows the political instability of the Weimar republic in 1919 because it was threatened by both the right and the left. The tone of the source is a bigotted left-wing reaction to the right-wing who they saw as attempting to restore the Kaiser and the 'old order' to Germany. The brutality of the forces of 'order' shocked the left inside Germany, but it allowed the elections of January 1919 to proceed. The election results helped to revive revolutionary sentiment in that it destroyed the hopes of a solid socialist majority and added to the political instability of the period. Source A is another illustration of the negative propaganda campaign that was launched by the left-wing inside Germany. It is a pessimistic view of Germany's future and an attempt to undermine the political stability of the Weimar Republic. The source remains valuable evidence to an historian studying the problems of the Weimar Republic in 1919 and is evidence of the fact that the threat posed by the extreme left was exaggerated whilst the bigger danger appeared to come from the right.

- Source B is from a speech by Gustav Stresemann to the League of Nations in 1926. Stresemann's broad aim was to restore Germany's power and prosperity and yet he was aware that Germany was in no position to challenge the Allies militarily. However, by entering the League Germany's status as a great power was formally acknowledged and Stresemann transformed Germany from being a distrusted outcast into being actively involved in European diplomacy. This was part of his strategy of 'fulfilment' i.e. complying with the terms of Versailles in order to improve relations with Britain and France in order to revise Versailles. In this strategy the Dawes Plan (1924), the Locarno Pact (October 1925) and end of the Ruhr occupation (December 1925) had already been achieved. In this speech Stresemann revealed himself as master of the political art of presenting a message to his immediate audience. In reinforcing the message of co-operation amongst nations he was in fact causing the allies embarrassment at their continued treatment of Germany. This speech was designed to encourage future allied leniency towards Germany. In effect the tone of this speech is laying down the foundations for the revision of the peace treaties and how they affected Germany. The speech should be treated with caution because Stresemann is showing the utmost restraint and is avoiding any fundamental statements about his differences with the League. This is all part of his scheming. In fact he made commitments such as Locarno where there was little chance of doing anything else and tried to create opportunities where there was room to manoeuvre. He would have to remove the threat which Germany appeared to pose in order to achieve concessions. The source remains valuable evidence to an historian studying the problems facing the Weimar Republic because the speech reveals that there still existed disgruntled German nationalists, as well as resentment regarding the Versailles Settlement. It reveals that the Republic had to achieve reconciliation abroad in order to remove the millstone of reparations.
- Source C is a cartoon from a satirical German magazine following the election of September 1930 in which both the extremist parties on the right and on the left made gains and Brüning had to lead a minority parliament. As a result of this election the government increasingly by-passed the Reichstag and governed by presidential decree issued under Article 48 of the Weimar constitution. The cartoon shows an empty Reichstag where Article 48 is being used. This change from parliamentary government to presidential government had serious consequences in that it underlined the continuing instability of the Weimar Republic. The tone of the source, the 'Death of Parliament' is a pessimistic condemnation of Chancellor Brüning's solution to the economic problems created by the depression and the authoritarian nature of democracy in Germany. The cartoon appeared a month after the 1930 election, and is critical of the SPD's toleration of the use of Presidential decree which undermined the democratic system which had been put in place before 1930. It is also critical of the right in the shape of an army helmet with a Nazi swastika, a top hat and a Bishop's mitre suggesting that traditional elites had the greatest influence on the Republic. The source remains valuable evidence to an historian studying the problems facing the Weimar Republic in that it reveals that the Weimar constitution was flawed because it undermined the effective workings of democracy inside Germany. It made representative government vulnerable to attacks from the anti-parliamentary forces shown in Source A. It shows that Weimar continued to face real political instability throughout the period.

Overall, candidates will assess the value of the sources to an historian studying the problems facing the Weimar Republic between 1919 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.

## ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

Focus: *Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within its historical context*

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the given sources involving full and valid consideration of the content, provenance and tone of the sources; full understanding shown of the correct historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying a particular issue</i>
<b>B6H</b>	<b>30</b>	The response shows accurate and sustained source evaluation using the content and attributions to deal with the strengths and limitations of all of the given sources, setting the response in the correct historical context and covering all of the period set in the enquiry. There will be a sustained and fully substantiated judgement on the <i>value</i> of all three sources to an historian studying a particular issue.
<b>B6M</b>	<b>28</b>	The response shows mainly accurate and sustained source evaluation using the content and attributions to deal with the strengths and limitations of all of the given sources setting the response in the correct historical context covering all of the period set in the enquiry. There will be a sustained judgement on the <i>value</i> of all three sources to an historian studying a particular issue.
<b>B6L</b>	<b>26</b>	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 consideration of the content, provenance and tone of the sources; understanding shown of the correct historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue in each of the three sources.</i>
<b>B5H</b>	<b>25</b>	The response shows accurate source evaluation using the content and attributions to deal with the strengths and limitations of all of the given sources, setting the response in the correct historical context and covering most of the period set in the enquiry. There will be a valid judgement on the <i>value</i> of all three sources to an historian studying a particular issue.
<b>B5M</b>	<b>23</b>	The response shows mainly accurate source evaluation using the content and attributions to deal with the strengths and limitations of all of the given sources with a clear attempt to set the response in the correct historical context. There will be a sound judgement on the <i>value</i> of all of the three sources to an historian studying a particular issue.
<b>B5L</b>	<b>21</b>	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 historical context of the set enquiry with some consideration of the content, provenance and tone of the sources; a sound judgement is seen regarding the value of all three sources</i>
<b>B4H</b>	<b>20</b>	The response is able to discuss the strengths and limitations of all three sources by focusing on their attributions, content and the historical context. The judgement on <i>value</i> will be clear and supported.
<b>B4M</b>	<b>18</b>	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the historical context. The judgement on <i>value</i> will be clear.
<b>B4L</b>	<b>16</b>	The response begins to show some characteristics of Band 4

<b>Band 3 CHARACTERISTICS</b>		<i>Mechanistic use of the content and attributions of the given sources to discuss their utility; begins to show some general awareness of the historical context relating to the set enquiry; limited judgement on the value of the sources will be seen</i>
<b>B3H</b>	<b>15</b>	The response is able to discuss the strengths and / or limitations of the three sources by focusing on their attributions, content and / or omissions. Any reference to the historical context will be limited. There will be a limited judgement on the <i>value</i> of all of the sources.
<b>B3M</b>	<b>13</b>	The response is able to discuss the strengths and / or limitations of some or all of the three sources by focusing on their attributions, content and / or omissions. Any reference to the historical context will be limited. There will be a limited judgement on the <i>value</i> of some of the sources – say two out of three.
<b>B3L</b>	<b>11</b>	The response begins to show some characteristics of Band 3 Should be used if there is only ONE ATTRIBUTION attempted

<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content of the given sources to show their value; little understanding of the historical context is seen</i>
<b>B2H</b>	<b>10</b>	The response is able to discuss the strengths and / or limitations of some or all of the three sources by focusing on their content mostly; any references to the historical context will be general and vague. There will be a limited judgement on the <i>value</i> of at least one of the sources.
<b>B2M</b>	<b>8</b>	The response is able to discuss the strengths and / or limitations of some (say 2) of the three sources by focusing on their content and omissions with some imbalance; any references to the historical context will be very general and vague.
<b>B2L</b>	<b>6</b>	The response trawls through the sources.

<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from content or attributions of the given sources.</i>
<b>B1H</b>	<b>5</b>	Paraphrases from all of the three sources and/or attributions or plain narrative.
<b>B1L</b>	<b>3</b>	Copies from one or two of the three sources and/or attributions.
	<b>0</b>	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 Hitler was mainly responsible for the rise to power of the Nazis by 1933?**

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 main reason for the rise to power of the Nazis by 1933 was Hitler.

Candidates are invited to enter into a debate about the reasons for the rise to power of the Nazis. Learners will consider interpretations of this issue within the wider historical debate about the reasons for the rise to power of the Nazis. Some of the issues to consider may include:

- Interpretation 1 argues that Hitler was mainly responsible for the rise to power of the Nazis. According to Overy the rise to power of the Nazis was a product of Hitler's personality and organisational skills. Hitler used the strategy of propaganda, intimidation and presence.
- In analysing and evaluating Interpretation 1 candidates might argue that this is an approach to the question of the rise to power of the Nazis which focuses upon the 'The Great Man' theory of history. Overy sees the rise to power of the Nazis as the culmination of one man's vision. This is a rather simplistic view which does not take into account the effect of changing circumstances and context in the rise to power of the Nazis or the constraints under which he was working. The fact that this is written in a modern historical review and that Overy is more specialised generally in European history may affect the veracity of this interpretation in terms of the rigour of the historical research.
- Interpretation 2 argues that chance events were more important than the role of Hitler in the rise to power of the Nazis. Kershaw argues that without the depression and Brüning's election in 1930 the Nazis would have remained in political obscurity.
- In analysing and evaluating Interpretation 2 it seems that Kershaw rejects the 'Great Man' theory of history. He argues that the depression was the catalyst for the rise to power of the Nazis and not the personality or leadership of Hitler. This is a view of the Nazi rise to power which argues that chance events were more important than leadership. Clearly the authorship of the source, an academic historian and specialist in Nazi Germany will add to the veracity of the interpretation. In evaluating these interpretations learners should consider that the two interpretations differ in terms of the timescale of the rise to power of the Nazis. One sees it as a more long term development whilst the other seems to argue that economic problems were the main catalyst for the rise to power of the Nazis.
- Candidates may show awareness of the wider historical debate surrounding the reasons for the Nazi rise to power. In particular candidates should be aware of other interpretations such as the view that the Nazis rose to power mainly as a result of political intrigue or the crisis of democracy in Germany or as a product of German capitalism and its fear of communism.

Overall candidates will analyse both interpretations using their own understanding of the historical 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 Hitler was mainly responsible for the rise to power of the Nazis by 1933.

## ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

Focus: *Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted*

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the provided extracts 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 Holistic grasp – understand the issue set, the extracts and the wider debate: fully focussed on ATQS.</i>
<b>Use 30 as a reward for the 3 candidates at B6</b>		
<b>B6H</b>	<b>30</b>	The response fully integrates discussion of the content and authorship of both extracts together with knowledge of other possible interpretations to reach a valid judgement in relation to the view set in the question.
<b>B6M</b>	<b>28</b>	The response discusses the content and authorship of both extracts together with knowledge of other possible interpretations to offer a substantiated judgement in relation to the view set in the question.
<b>B6L</b>	<b>26</b>	The response begins to show some characteristics of Band 6
<b>Band 5 CHARACTERISTICS</b>		<i>Meaningful analysis and evaluation of the provided extracts to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity</i>
<b>B5H</b>	<b>25</b>	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. We need a firm grasp of the OPIs and evidence of thinking on the day – all codes x 2 would be evident.
<b>B5M</b>	<b>23</b>	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows some understanding of other possible interpretations. We can accept some formulaic reference but we need 2 x AUTH WHY to indicate how interpretations are formed based on Content and Authorship of the extracts.
<b>B5L</b>	<b>21</b>	The response begins to show some characteristics of Band 5. We can accept formulaic response at B5L provided other aspects are covered in both extracts.
<b>Band 4 CHARACTERISTICS</b>		<i>Some valid analysis and evaluation of the provided extracts with some knowledge of other possible interpretations to reach a judgement on the specific enquiry; needs a reasonable grasp of the OPIs</i>
<b>B4H</b>	<b>20</b>	The response discusses the content and authorship of both extracts to offer a valid judgement on the given interpretation and shows understanding of other possible interpretations. Needs some references to both INTS and at least one AUTH WHY and to show an understanding of the OPI(s). We can accept formulaic response at B4H provided other aspects are covered.
<b>B4M</b>	<b>18</b>	The response discusses the content and authorship of both extracts to offer a valid judgement on the given interpretation and shows awareness of other possible interpretations. Needs some reference to AUTH.
<b>B4L</b>	<b>16</b>	The response begins to show some characteristics of Band 4

<b>Band 3 CHARACTERISTICS</b>		<i>Mechanistic focus on the content and authorship of the extracts to identify and compare interpretations; should show awareness of other possible interpretations; any judgement will be limited</i>
<b>B3H</b>	<b>15</b>	The response attempts to compare the content and authorship of both extracts to identify different interpretations; will show some awareness of other possible interpretations; will offer a limited judgement on validity. A limited judgement on validity does not need a firm grasp of the OPI –just an awareness
<b>B3M</b>	<b>13</b>	The response attempts to compare the content and authorship of both extracts to identify different interpretations; will offer a ‘bolt-on’ judgement on validity
<b>B3L</b>	<b>11</b>	The response begins to show some characteristics of Band 3

<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content and authorship of the given extracts only</i> Two ways to get Band 2 – either 1. Comparing INT 1 and INT2 or 2. Attempting to use ONE extract to address the issue in the Question set
<b>B2H</b>	<b>10</b>	The response attempts to consider the content and authorship of both extracts to show differences between interpretations <b>OR</b> the response considers the content and authorship of only one of the extracts to show an understanding of the interpretation in the question set.
<b>B2M</b>	<b>8</b>	The response begins to use the content of both extracts to identify some of the differences between the presented interpretations <b>OR</b> the response attempts to consider the content of only one of the extracts to show an understanding of the interpretation in the Question set.
<b>B2L</b>	<b>6</b>	The response begins to show some characteristics of Band 2. Use also if they just do basic comprehension of the content of the extracts - but not the AUTH - and make very limited reference to OPIs

<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from the content of the extracts</i>
<b>B1H</b>	<b>5</b>	Basic comprehension and paraphrasing from the content of both extracts
<b>B1L</b>	<b>3</b>	Basic comprehension or copying from the content of one of the extracts
	<b>0</b>	Use for incorrect answers