



GCE MARK SCHEME

SUMMER 2019

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 2019 examination. It was finalised after detailed discussion at the examiners' conference 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.1918–1945****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 that 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 must credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses that 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. Third, 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 must 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 developments in the Weimar Republic in the period from 1924 to 1929.**

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 developments in the Weimar Republic in the period from 1924 to 1929. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include:

**Source A** This is a Nazi propaganda poster from 1924. The general context of the source A is that the revision of Versailles—and the reduction/abolition of reparations payments—remained at the top of Stresemann’s agenda as Foreign Minister in the Weimar Republic. His decision as Chancellor to end passive resistance meant that Germany would have to resume reparations payments. There should be reference to the specific historical context in which the source was created. This may include reference to the fact that Stresemann was at the centre of negotiations for the Dawes Plan, which reduced payments and paved the way for foreign investment. This was an early propaganda poster following Hitler’s release from prison, and it was part of the outcry from right-wing groups towards the government’s acceptance of the Dawes Plan of 1924 and the report on economic and foreign policy. The poster branded the Weimar government and Stresemann in particular as unpatriotic and treacherous. The message of the poster is that the starving people should be considered before reparations payments that had been reduced under the terms of the Dawes Plan. The tone of the cartoon is critical of the achievement of Dawes and should be treated with caution because this is an anti-republicanism, and anti-liberal poster playing upon the patriotic feelings of the German people at a time of economic and political insecurity. The source remains valuable evidence to an historian studying developments in the Weimar Republic because, despite the criticism, it shows that Stresemann was a moderate revisionist who was following a policy of ‘fulfilment’ that is, trying to comply with reparations payments in order to show how impossible the task was.

**Source B** This source is derived from the minutes of the French foreign affairs committee in February 1926. The source should be considered within the general context of Franco/German relations, which had, in the period up to 1924, been very cold: so cold in fact that the French government had sent troops into the Ruhr in 1923. German governments wanted to restore a degree of national independence and to remedy the dangerous diplomatic isolation. There should be reference to the specific historical context in which the source was created. This should include reference to the fact that it was a German initiative that led to the Locarno Pact, which began to improve relations by recognising the western border imposed on Germany and the loss of Alsace–Lorraine. However, Germany did not recognise the eastern border. The source denies any real belief in German commitments towards peace and shows that Locarno effectively meant that France had broken away from its eastern European alliance: if the German western border was guaranteed by Britain and Italy, then France would not be permitted to cross it in the event of a war between Germany and the Poles. As a result, France switched to a purely defensive strategy. There should be no real surprise at this given the tone of the article and the French contempt for the guarantees of Locarno. The tone of the source reveals complete distrust of German aims and should be treated with caution. However, it is valuable to an historian studying the Weimar Republic because it reveals that the Locarno Agreements provided the pivot of German foreign policy in the 1920s. It shows that Stresemann’s foreign policy was, at the same time, devious, hypocritical and diplomatic. Furthermore, it reveals that for Germany, the position after Locarno was to quietly but effectively work with the Soviet Union in the east to undermine the provisions of Versailles, while in the west it had something like a new peace with France, Britain and Italy.

**Source C** This source is from an article about Stresemann that appeared in a socialist newspaper in 1929. The source should be placed within the general context of the developments that had taken place in the Weimar Republic. The specific historical context is that the Kellogg–Briand Pact of 1928 had outlawed war as a means of resolving disputes and that Germany’s acceptance of the Young Plan of August 1929 further lightened the reparations burden on Germany and led to the final removal of foreign troops from the Rhineland. The article reveals that Stresemann was working for the internal reconstruction of his shattered country as well as for peace and co-operation abroad. He is portrayed as both a good German and a good European. As a socialist article, the source should be treated with caution as it will inevitably focus upon his achievements and look favourably and positively upon the developments that took place. Consequently, there is a danger that the source lacks balance. However, the source continues to be valuable evidence to an historian studying developments in the Weimar Republic because it provides an insight into the mood of both critics and supporters of the Republic. An historian would recognise that the extreme right would have objected to any form of payment in reparations and they believed that Stresemann was a traitor and a failure.

Overall, candidates will assess the value of the sources to an historian studying developments in the Weimar Republic in the period from 1924 to 1929. 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.

**UNIT 2**  
**MARK SCHEME 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 awarded to answers showing the appropriate characteristics.

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the specific 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>ASE OVER THE PERIOD SET</b>		
<b>B6S</b>	<b>30</b>	The candidate provides accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the specific historical context and covering all of the period set in the enquiry. There is a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.
<b>B6C</b>	<b>27</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 evaluation of the content and attribution of the sources; understanding shown of the specific 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>ASE</b>		
<b>B5S</b>	<b>25</b>	The candidate provides accurate source evaluation using the content and attributions of the three sources, setting the response in the specific historical context and covering most of the period set in the enquiry. There is a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
<b>B5C</b>	<b>23</b>	The response begins to show some characteristics of Band 5.
<b>B5L</b>	<b>21</b>	This mark can be used if there is understanding shown of the specific historical context of one source only.

<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, V and/or U</b>			
<b>B4H</b>	<b>20</b>		The candidate 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 is used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable.
<b>B4S</b>	<b>18</b>		The candidate 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 is present on some or all of the three sources although some general comments on utility may be seen.
<b>B4C</b>	<b>16</b>	The response begins to show some characteristics of Band 4 with the candidate 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>			
<b>B3H</b>	<b>15</b>		The candidate is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There is a mechanistic focus on evaluating the UTILITY and/or the VALUE of some or all of the sources. There is a limited judgement on all of the sources.
<b>B3S</b>	<b>13</b>		The candidate 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.
<b>B3C</b>	<b>11</b>	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>		
<b>B2H</b>	<b>8</b>	
<b>B2S</b>	<b>6</b>	The candidate discusses the strengths and/or limitations of some of the three sources by focusing mostly on their content.

<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from content or attributions of the given sources.</i>
<b>COPYING / COMPREHENSION</b>		
<b>B1H</b>	<b>5</b>	The candidate paraphrases the three sources and/or attributions or offers plain narrative.
<b>B1S</b>	<b>3</b>	The candidate 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 that 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 must credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses that 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. Third, 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 main impact of the Depression on Germany was the collapse of democracy within the Weimar Republic in the early 1930s?**

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Candidates 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 impact of the Depression on Germany was the collapse of democracy within the Weimar Republic in the early 1930s.

Candidates are invited to enter into a debate about the impact of the Depression of 1929 on Germany. They will consider interpretations of this issue within the wider historical debate about the impact of the depression on Germany. Some of the issues to consider may include:

#### **Interpretation 1**

This argues that the Depression mainly created political problems, which led to a ‘blow to democracy’ in Germany and its ultimate collapse. According to Lee, the Depression cast a long shadow over the political system, creating problems throughout the early 1930s. Thus the Depression led to the ‘death of consensus politics’ and produced right-wing authoritarian government with the increasing use of presidential decrees in the 1930s. In analysing and evaluating Interpretation 1, candidates may argue that this belongs to the political school of historical thought, which looks at the political impact of historical events such as the Depression. This view explores the link between economic problems and anti-liberal political thinking. A failed economy led to bitter and unbridgeable political clashes and differences that led to the growth of authoritarianism in the Weimar Republic. This approach considers the impact upon political institutions and structures. Lee has evaluated the effects of the Depression—an external event—upon internal political weaknesses. Objectively, the Depression should not be seen as solely creating political problems for Weimar, which is a rather broader view of the impact of the Depression. However, it is valid that the economic Depression put the Grand Coalition under strain and it collapsed in 1930 when Brüning took over. Voters became disillusioned with the Weimar system because of economic collapse.

#### **Interpretation 2**

This argues that the Depression mainly created economic problems, which had a profound effect upon German society. According to Feuchtwanger, the Depression created an economic wasteland inside Germany. The greatest impact of the Depression was on the individual daily life of Germans. In analysing and evaluating Interpretation 2, it seems that Feuchtwanger focuses upon a social and economic explanation of the impact of the Depression, which considers the impact of the Depression upon the people. This suggests that the Depression mainly created economic misery that affected the

everyday life of the people. This is a result of later research and is linked to the Marxist school of thinking (that the Depression led to the rejection of capitalism and capitalist thinking). Economic stagnation led to the view that employers were obstructed by over-powerful trade unions and that workers suffered as a result of the poor decision-making of employers and the greed of farmers. However, it is too narrow and simplistic to focus on the social and economic impact of the depression in isolation.

In evaluating these interpretations, candidates should consider that the two interpretations differ in terms of the historical approach regarding the impact of the Depression and in the process of history. One sees the problems in terms of causal intentionalist history while the other focuses on the political and broader impact of the Depression. Lee offers a more generalised account of the period, so the veracity of this interpretation in terms of the rigour of the historical research should be challenged. Feuchtwanger has a more detailed and specific focus. Candidates may show awareness of the wider historical debate surrounding this issue and should be aware of other interpretations, for example, the view that the Depression of 1929 led to political polarisation and the growth of support for National Socialism. Further, it led to the loss of faith in big business in the Weimar Republic. Overall, candidates will analyse both interpretations using their own understanding of the wider 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.

## UNIT 2 MARK SCHEME 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 candidate 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 candidate shows a 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 candidate 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 candidate 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 candidate discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; they show a clear understanding of other possible interpretations of the issue. The candidate shows a firm grasp of the wider historical debate regarding the issue.
B5S	23	The candidate discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; they show clear understanding of other possible interpretations. The candidate indicates 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	
B4S	18	
B4C	16	The candidate begins to analyse and evaluate the provided material to offer a judgement on the given interpretation; they show 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	
B3S	13	The candidate attempts to consider the content of the provided material to identify different interpretations; they 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	
B2S	6	

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

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