

UNIT 2**DEPTH STUDY 8****GERMANY: DEMOCRACY AND 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 focussed 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 economic problems of the Weimar Republic.

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 economic problems of the Weimar Republic. 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 satirical cartoon from a right wing nationalist newspaper following the acceptance of the harsh terms of the Treaty of Versailles. The cartoon shows the belief in Germany that the harsh terms would wreck the German economy. The cartoon shows the impact of the economic terms of the Versailles settlement with a prone Germany being bled dry by the French vampire in the shape of Clemenceau who insisted on a harsh settlement with Germany. The tone of the source is typical of the right wing reaction to the Versailles Settlement, and part of the negative propaganda campaign that was being launched by the Right wing inside Germany. They blamed the Weimar Republic for this 'shame of Germany'. It is a typically pessimistic interpretation of Germany's future and an attempt to undermine the political stability of the Weimar Republic and represented the antithesis of all that the right stood for. The source remains valuable evidence to an historian studying the reaction of Germans to the post war settlement.
- Source B is from an official French army report. The report is a subjective account of the reaction of Germans to the invasion of the Ruhr by French and Belgian troops, which they regarded as French imperialism. It is a balanced assessment of passive resistance, ordered by the Weimar government, as it acknowledges the patriotic elements to passive resistance yet points out that the effects were counterproductive as it created greater problems for the German economy. For this reason it is likely to be quite reliable in its value to an historian. It points out the lack of co-operation shown by the German people. There is no indication of the outcome of passive resistance other than hinting that it turned economic difficulties into a crisis. Source B is from a year after the invasion of the Ruhr and so should be a measured account of the consequences of passive resistance but it is an impassive and unsympathetic account of the impact of the economic problems of Germany.
- Source C is a personal account from the diary of a young German student, relating to the effects of hyperinflation. It shows the reality of workers being paid at different times of the day and of how a barter society emerged in Germany. It shows that the currency devalued each day with prices rising and the increased printing of money.

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This was in the same year as the invasion of the Ruhr in Source B and confirms that economic difficulties had indeed turned into an economic crisis. In Source C, there may be a hint in the tone that the student is actually shocked at the effects of hyperinflation but there is no real hint of criticism of the government or of the economic developments which led to hyperinflation. In fact the student although hinting that the standard of living of workers declined also points out that it did not collapse as workers found a way of dealing with the situation through bartering.

Overall, candidates will assess the value of the sources to an historian studying the economic problems of the Weimar republic at this time. 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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate sustained and accurate analysis and evaluation of the content and authorship of the source material • provide sustained focus on evaluating the sources in the context of the specific enquiry • offer a sustained judgment regarding the value of the sources for the specific enquiry
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate a clear and accurate focus on the analysis and evaluation of the content and authorship of the source material • provide a mostly clear focus on evaluating the sources in the context of the specific enquiry • offer a valid judgment regarding the value of the sources for the specific enquiry
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate valid analysis and evaluation of the content and authorship of the source material • place the sources in the context of the specific enquiry • offer a clear judgment regarding the value of the sources for the specific enquiry
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate some appropriate comments regarding the analysis and evaluation of the content and authorship of the source material • make an attempt to place the sources in the context of the enquiry • offer a limited judgment on the value of at least two sources
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract information from the sources with some reference to the authorship of the provided material • make a limited attempt to place the sources in the context of the enquiry • offer a limited judgment on the value of at least one source
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract from some of the source material
Award 0 for incorrect or irrelevant 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 Stresemann was an effective foreign minister in the period 1924-1929?

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 Stresemann was an effective foreign minister in the period 1924-1929.

Candidates are invited to enter into a debate on whether Stresemann was an effective foreign minister in the period 1924-1929. Learners will consider interpretations of this issue within the wider historical debate about the effectiveness of Stresemann as a foreign minister. Some of the issues to consider may include:

- Interpretation 1 argues that Stresemann achieved very little apart from a rescheduling of reparations payments and the early evacuation of the Rhineland. Even this came at a price which suggests that he was an ineffective negotiator.
- In analysing and evaluating Interpretation 1 answers might agree with Lee that in the short term Stresemann may not have achieved what he set out to do. Lee argues that Stresemann's moderate diplomacy collapsed after 1929. This is a revisionist view of Stresemann who is usually seen as a positive force working for Germany. Despite the specialist nature of the publication, this appears a rather simplistic view of Stresemann as does not take into account the constraints under which he was working.
- Interpretation 2 argues that Stresemann was a tough negotiator who did his best to secure the interests of Germany. Stresemann made concessions in order to achieve long term goals of preventing a British and French alliance. Stresemann appears a pragmatist.
- In analysing and evaluating Interpretation 2 it seems that this historian is convinced that Stresemann was an effective foreign minister who championed Germany's position in Europe. The author of the interpretation, an academic historian and specialist in German history, gives attention to the fact that because Germany was so weak this meant that Stresemann's choices were limited. It was German weakness which made him allow concessions which ran contrary to his strong nationalist views. This is a view which argues that Stresemann saw reconciliation abroad as being a necessary platform for building a sustainable economy at home. Fulfilment was a moderate solution to Germany's problems. This appears a balanced appraisal of his role as foreign minister.
- Candidates may show awareness of the wider historical debate surrounding this issue. In particular, candidates should be aware of other interpretations such as the view that Stresemann was a good German and a good European and as such was an effective foreign minister.

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 Stresemann was an effective foreign minister in the period 1924-1929.

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*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>show sustained and accurate analysis and evaluation of provided material which is used effectively to discuss how and why different interpretations are formed</i> • <i>provide sustained focus on evaluating the interpretations in the context of the specific enquiry</i> • <i>demonstrate clear awareness of different interpretations of the issue set</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate a clear and accurate focus in the analysis and evaluation of provided material to show how and why different interpretations have been formed</i> • <i>provide a mostly clear focus on evaluating the interpretations in the context of the specific enquiry</i> • <i>show how the issue has been interpreted in different ways</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate valid analysis and evaluation of provided material to identify different interpretations</i> • <i>place both interpretations in the context of the specific enquiry</i> • <i>show awareness of different interpretations of the issue</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some appropriate comments regarding the analysis and evaluation of provided material to identify different interpretations</i> • <i>make an attempt to place the interpretations in the context of the specific enquiry</i> • <i>show some awareness of different interpretations of the issue</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend from provided material with only limited analysis shown</i> • <i>make a limited attempt to place the interpretations in the context of the enquiry</i> • <i>show some awareness of the different interpretations of the issue</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>extract information from provided material</i> • <i>have some weak reference to different interpretations of the issue</i>
Award 0 for incorrect or irrelevant answers		

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ASSESSMENT GRID FOR UNIT 2

Candidates answer both questions on the paper.

Question	AO1	AO2	AO3
1		30	
2			30
%		50%	50%
Total	60 marks	20% weighting of total mark for qualification	