



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 4  
DEPTH STUDY 8

GERMANY: DEMOCRACY AND DICTATORSHIP,  
c.1918-1945

Part 2: Nazi Germany, c.1933–1945

1100U80-1

## **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.

**UNIT 4****DEPTH STUDY 8****GERMANY: DEMOCRACY AND DICTATORSHIP c.1918-1945  
PART 2: NAZI GERMANY c.1933-1945****MARK SCHEME****QUESTION 1****Marking guidance for examiners****Summary of assessment objectives for Question 1**

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

**The structure of the mark scheme**

The mark scheme for Question 1 has two parts:

- Advice on each 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 band 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 changing treatment of the Jews in Germany between 1933 and 1943.**

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 value, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and might consider the value of the sources to an historian studying the changing treatment of Jews in Germany between 1933 and 1945. 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 source is from an article in a Nazi daily newspaper in March 1933. The historical context is the anti-Semitic measures implemented within months of the Nazis coming to power. The article shows that the regime wanted the Jews excluded economically through a national boycott of Jewish businesses on 1 April. It gave the signal for the gradual exclusion of Jews from society, initially through a process of discrimination. Jews were to be deliberately set up as targets for any resentments and later in the same month Jews were dismissed from the civil service. In September they were prevented from inheriting land. As an extract from a Nazi newspaper, the tone of the source is sympathetic to the Nazi's racial policy. It is a public justification of the methods used by the Nazis against Jews. The source remains valuable evidence to an historian studying the treatment of the Jews, and shows how the racial policy was implemented initially in a relatively controlled fashion. The tone is designed to unite all Aryan Germans against the Jewish minority inside Germany.

**Source B** This source is from a report from the American consul in Leipzig. It shows clearly that the treatment of the Jews has changed and become more sinister and extreme. The context is the events of Kristallnacht in November 1938. It is scornful of the so-called idea of 'a spontaneous outburst of popular indignation' at the murder of von Rath, a German diplomat. It hints that this was in fact a state sponsored orgy of violence towards Jews. The violence had occurred without 'police intervention' and so hints at advanced warning following an inflammatory speech by Goebbels. The violence was carefully orchestrated, resulting in a 'hideous phase' and a 'night of horror'. The German people were again encouraged to take part in a collective condemnation of the Jews. As a report for the American government it should

be treated with caution, but it is of value to an historian because it is an eyewitness report and reveals that a major turning point in the treatment of Jews had been reached. This marked a clear change from the earlier haphazard practices. The Nazi's intention to humiliate and dispossess Jews living in Germany was not in question after Kristallnacht. Goebbels was involved in a power struggle and he—in order to curry favour with Hitler at the expense of Himmler and Goering—persuaded Hitler to approve a large-scale pogrom of Jews in order to remove them from German economic life. Kristallnacht symbolised a radical acceleration in racial policy by 1938. The Nazis were, by then, more economically and politically secure, and they were free to pursue their aim of driving Jews out of German life.

**Source C** This is from a speech made by Himmler to SS leaders at Posen in 1943. The context is the Nazi policy of elimination of the Jews. In this source he repeats Hitler's prophecy from 1939 about the extermination of the Jewish race. The speech is a justification of actions that will be taken against the Jewish race and those already perpetrated. According to Himmler they are 'secret saboteurs, agitators and troublemakers'. Himmler is both an architect of the Final Solution and a visionary regarding the creation of an elite race. The killing of Jews had already begun in 1941, but in 1943 it had changed into an obsession. The Wannsee Conference of 1942 had paved the way for mass murder. The defeat at Stalingrad meant that the struggle for racial conquest had failed but, for the Nazis, it had now become a struggle for racial survival. The Warsaw Ghetto uprising had taken place earlier in 1943. Furthermore, Himmler implies that the Nazis have a moral right to exterminate the Jews because they are associated with the external and internal enemies of the regime. Source C is valuable to an historian studying opposition to the Nazis because it reveals that the full implications of Nazi anti-Semitism had become apparent during the war. It became dogma that the Jews were the real motivation behind Germany's enemies and revealed the radicalisation in thinking. It also reveals the extent to which racial extremism linked Bolshevism to Judaism. The so-called Jewish/Bolshevik trait was a threat to all Germans. Furthermore, it is an admission of complicity. The tone of the source should be treated with caution because, by its nature, it is self-congratulatory and absolves them of any guilt. It takes the stance of sharing the blame without accepting the guilt.

Overall, candidates will assess the value of the sources to an historian studying the changing treatment of the Jews between 1933 and 1943 and they are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

## UNIT 4

### MARK SCHEME FOR 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.

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

<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>B6H</b>	<b>30</b>	The response shows 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 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.
<b>B6S</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>B5H</b>	<b>25</b>	The response shows 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 will be a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
<b>B5S</b>	<b>23</b>	The response begins to show some characteristics of Band 5
<b>B5C</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 of some or all three sources.</i>
<b>GCX, V and/or U</b>		
<b>B4H</b>	<b>20</b>	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 of all three sources. Occasional references to utility are acceptable.
<b>B4S</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 general historical context. A judgement on value will be present on some or all of the three sources though some general comments on utility may be seen.
<b>B4C</b>	<b>16</b>	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>		
<b>B3H</b>	<b>15</b>	
<b>B3S</b>	<b>13</b>	
<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 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>		
<b>B1H</b>	<b>5</b>	
<b>B1S</b>	<b>3</b>	
	<b>0</b>	Use for incorrect answers

## QUESTIONS 2 AND 3

### Marking guidance for examiners

#### Summary of assessment objectives for Question 2 and 3

Both questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to the question chosen is 30.

#### The structure of the mark scheme

The mark scheme for Questions 2 and 3 has two parts:

- Advice on each 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 1.

#### 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 band are displayed. Thirdly a final mark for the question can then be awarded.

#### Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.



## 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.*

### **To what extent was propaganda mainly responsible for maintaining popular support for the Nazi regime between 1933 and 1945?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case the extent to which propaganda was mainly responsible for maintaining popular support for the Nazi regime between 1933 and 1945. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which propaganda was mainly responsible for maintaining popular support for the Nazi regime between 1933 and 1945. In order to reach a substantiated judgement about this issue, candidates may argue that propaganda was used to reach the heart of the people and imbued them with a sense of direction. Candidates may support the proposition by suggesting that:

- the Nazis engineered 'Total Propaganda' techniques and utilised the communicational resources of the mid-twentieth century to deliver it. The majority of the German people were seduced by effective propaganda;
- the seduction theory is more valid than the submission or consensus theories, noting the impact of propaganda upon the characteristics of the people and their popular emotions;
- propaganda concealed the ugly realities of National Socialism and pervaded all aspects of society and German way of life;
- propaganda was a genuine motivating force for leading Nazis and the general population as a whole;
- propaganda restructured attitudes so that old loyalties were replaced by a new heightened national awareness.

Candidates might consider challenging the proposition in the question by arguing that, propaganda alone could not have sustained the regime. Other factors must have contributed to a large degree in maintaining popular support. Candidates may note that:

- it is unclear whether the German people believed and/or accepted what they were told;
- a crucial element in the popular consent for the regime was the appeal of Nazi policies and the self-interest of those sections of the population that were attracted to it. Germans were, perhaps, impressed by the regime's apparent achievements in areas such as foreign policy and economic policy. Nazi policies reflected the aspirations of large sections of the population;
- alternatively, Germans supported the regime mainly due to the coercion through the apparatus of the police state. The police, the Gestapo, SS and SD, were significant in preventing opposition;

- support was also maintained through the apparatus of terror due to fear of concentration camps or the SS. Popular support was mainly achieved through terror;
- most Germans, at least passively, accepted the regime and many actively supported it. It could be argued that the Nazi regime used propaganda to dupe its population, and terror to cow them into submission, for example, the seduction theory and the submission theory working together;
- on the other hand, many Germans responded positively to their own improvement in terms of pure self-interest.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which propaganda was mainly responsible for maintaining popular support between 1933 and 1945.

### INDICATIVE CONTENT FOR QUESTION 3

*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 far do you agree that Goering's Four-Year Plan was the most significant development in Nazi economic policy in the period from 1933 to 1945?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case the extent to which Goering's Four Year Plan was the most significant development in Nazi economic policy in the period from 1933 to 1945. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which In order to reach a substantiated judgement about this issue, candidates may argue that Goering's Four Year Plan was the most significant development in Nazi economic policy in the period from 1933 to 1945. Candidates may support the proposition by suggesting that:

- Goering's Four-Year Plan was a real turning point in the development of the German economy. The plan ushered in a quite different phase of military expansion based upon the restructuring of the economy to meet the needs of war in four years;
- Goering's Four-Year Plan highlighted four key developments in agricultural production;
- the economy was brought more closely under state supervision and Goering became an economic dictator;
- Germany was going to turn its back on the world economy and build up a siege economy;
- Germany's economy experienced one of the few sustained bursts of economic growth since 1914. Rearmament dominated Germany's economy between 1936 and 1939.

Candidates may consider challenging the proposition in the question by arguing that in some respects there were many more significant developments in Nazi economic policy in this period. They may suggest that:

- doubts were cast about the validity of the Four-Year Plan. It was not a complete success and the economy was not ready for war in 1939. It failed to do exactly what the military wanted. The 'guns not butter' strategy led to consumer shortages;
- so wide-ranging were the economic difficulties facing Germany in 1933 that the economic recovery under Schacht must be the most significant development;
- in 1933, the state undertook a wide range of major projects to improve Germany's infrastructure. Rearmament was one of a number that formed part of a comprehensive attack on unemployment. This programme of road, canal and house building stimulated the economy;
- the crushing of the labour movement, the New Plan and the continuation of the policies under Brüning ensured a rapid economic recovery. However, this should be tempered against the fact that the cumulative effect was to triple government expenditure at a time of economic recovery;

- the war economy under Speer required greater efficiency, standardisation and increased production and had greater significance. He introduced 'industrial self-responsibility' to cut through all the interest groups, which was a radical development with the establishment of a Central Planning Board. If it had not been for the destruction, breakdown in communications, and the need to divert resources into the construction of anti-aircraft installations and underground industrial sites, Germany could well have achieved a total war economy. However, the other half of the picture was the ruthless exploitation of occupied Europe.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Four-Year Plan was the most significant development in Nazi economic policy in the period from 1933 to 1945.

## UNIT 4

### MARK SCHEME QUESTIONS 2 AND 3

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.

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focused on the exact key concept in the set question, covering the whole of set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
<b>B6H</b>	<b>30</b>	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing and substantiated judgement covering the whole of the set period.
<b>B6S</b>	<b>27</b>	The response engages with the key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and coherent essay with a convincing and substantiated judgement covering nearly all of the set period.
<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focused on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
<b>B5H</b>	<b>25</b>	The response engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay. The essay will be analytical, evaluative and well written with a balanced and appropriate judgement covering most or all of the set period.
<b>B5S</b>	<b>23</b>	The response has a focus on debating the key concept set throughout most of the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering some or most of the set period.
<b>B5C</b>	<b>21</b>	The response begins to show some of the characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period]</i>

<b>Band 4 CHARACTERISTICS</b>		<i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
<b>B4H</b>	<b>20</b>	The response will feature some meaningful discussion of how and why the main developments, events or factors had an impact on the key concept in the set question over some or most of the period set. There will be an attempt at a balanced and supported judgement though some slight drift may be apparent.
<b>B4S</b>	<b>18</b>	The response begins to discuss the key concept in the question set, often with a series of mini judgements. There may be an attempt to consider a series of developments, events or factors in relation to the key concept set over some or most of the period. There may well be some listing of developments and some drift.
<b>B4C</b>	<b>16</b>	The response begins to show some characteristics of Band 4.  <i>[This can be used for good Band 3 responses that offer at least one valid reference or judgement on the key concept.]</i>
<b>Band 3 CHARACTERISTICS</b>		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
<b>B3H</b>	<b>15</b>	The response is based on a series of assertions, developments or factors over the period rather than the key concept in the question set. The response does offer a limited but valid judgement.
<b>B3S</b>	<b>13</b>	The response tends to be in the form of a generalised, listing of developments and factors.
<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the TOPIC area and is descriptive.</i>
<b>B2H</b>	<b>8</b>	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
<b>B2S</b>	<b>6</b>	The response is a descriptive account of the developments and factors related to the topic area with no judgement attempted.
<b>Band 1 CHARACTERISTICS</b>		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
<b>B1H</b>	<b>5</b>	The response is very limited and undeveloped though there is some weak link to the topic area.
<b>B1S</b>	<b>3</b>	The response is very brief and / or largely irrelevant to the concept set.
	<b>0</b>	Use for incorrect answers