



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

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 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

WJEC GCE A LEVEL
UNIT 4 - DEPTH STUDY 8
GERMANY: DEMOCRACY AND DICTATORSHIP c.1918-1945
PART 2: NAZI GERMANY c.1933-1945
MARK SCHEME - SUMMER 2018

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 opposition to the Nazis in the period 1934-1944.

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 also consider the value of the sources to an historian studying opposition to the Nazis in the period 1934-1944. 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 Nazi daily newspaper. By 1934 political opposition to the Nazis through political parties had been neutralised. There were no independent institutional bases for organised political opposition. Germany had become a one party state from July 1933 and effective opposition through Trade Unions had been removed by May 1933. Hitler's Gleichschaltung eliminated most institutions which could have provided a framework of opposition and yet, the source shows that, despite the banning of other political parties and movements, an expression of general dissent rather than direct opposition through political activism remained. Secret Communist and Socialist organisations existed but there was little they could do other than keep their ideas alive in small groups and supply information to their parties in exile. The article shows that the secret police were engaged in rooting out enemies and that they were prosecuted through the newly formed People's Court. As an extract from a Nazi newspaper the tone of the source is sympathetic to the Nazi desire to root out political enemies and is a public justification of the methods used by the Nazis. The source remains valuable evidence to an historian studying opposition to the Nazi regime, and shows that by 1934 opposition had been driven underground and abroad and that the Nazi regime used the SS to pick off individual manifestations of anti- Nazi behaviour.

- Source B is from a letter from the Catholic Bishops of Bavaria and is a frank reflection on church-state relations by 1936. It also reflects the complex and ambiguous response of the Catholic Church to the Nazi regime. Indeed, the impartiality of these letters has to be challenged as although they often talk of formal complaints against the Nazi regime they also reflect a desire to maintain the Church's organisational autonomy and not to fall out completely with the Nazis. The letter begins by condemning attempts to create a Nazi Reich Church and the violation of the terms of the Concordat with the Catholic Church. The Nazi regime had by 1936 suppressed the activities of Catholic schools, banned Catholic youth organisations, closed down Catholic newspapers and harassed Catholic priests. The tone of the letter reflects the growing anxiety of the Catholic Church at these developments and is of value to an historian studying opposition because it reveals that discontent existed just below the surface of Nazi Germany. Furthermore it shows that some clergy were prepared to reveal their disillusionment with the regime openly rather than be driven underground as was the case in Source A with political opposition. Also it is of value to an historian because it reveals that disillusionment had not developed into open hostility because the letter says: 'we will not criticise things which are purely political'. In other words the Catholic Church wanted to protect what it had been permitted by the Concordat so that its resistance was defensive.
- Source C is from a letter aimed at the German people and written by General Beck in July 1944. In this source he is clearly worried about the direction of the war. By July 1944, many generals believed that the war could not be won. Defeat in North Africa and Stalingrad together with the D Day landings seemed to confirm this and yet the German army continued to fight on and in the process legitimise some appalling atrocities. Beck seems to have decided that Germany's only salvation lay in the physical elimination of Hitler and the formation of a provisional government with himself as Head of State. Furthermore in the source Beck shows that he has a plan for post-Nazi Germany. When linked with the other sources this shows an historian how underground and tacit dissent had evolved into open hostility by mid-1944 with plans to assassinate Hitler. Source C is valuable to an historian studying opposition to the Nazis because it reveals that when the full implications of Nazi rule became apparent during the war. Some army leaders could not escape a political and moral dilemma and they decided to act even though it proved to be no more than a brave gesture. The tone of the source should be treated with caution because although it seems confident of success, it should be remembered that this opposition should be set in the context of realising that it was only when the option of an honourable defeat was preferable to a catastrophic defeat that the military chose to act, and so the veracity of the letter should be treated with caution. Candidates may note that the letter had little contemporary effect as it was never published due to the death of Beck following the failure of the July Plot.

Overall, candidates will assess the value of the sources to an historian studying opposition to the Nazis between 1934-1944 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.

MARK SCHEME UNIT 4 QUESTION 1

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

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 4 question 1 also gives a similar breakdown and descriptors.

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

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

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

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

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

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

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.

‘Young people were the group most affected by Nazi social and racial policies in the period 1933-1939.’ Discuss.

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 young people were the group most affected by Nazi social and racial policies in the period 1933-1939. 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 young people were the group most affected by Nazi social and racial policies in the period 1933-1939. In order to reach a substantiated judgement about this issue, candidates may argue that the Nazi regime was a powerful modernising force which completely transformed the lives and attitudes of young people. The response might consider supporting the proposition by considering:

- Many young people experienced a complete transformation in social values and attitudes through school education and Hitler Youth groups
- Many young people underwent a psychological transformation as well as physical
- Many young people were controlled and indoctrinated in Nazi social and racial theories.
- Racial science was taught directly in schools and textbooks presented a Nazified view of society.
- The education of young women was designed to prepare them for a subservient domesticated role within society.

Candidates might consider challenging the proposition in the question by arguing that in some respects young people were not the group most affected by Nazi social and racial policies in the period 1933-1939. The Nazification of the young was not completely effective and it can be argued that other groups were more affected. The response might consider:

- The Nazis destroyed working class organisations and reshaped class relations in general. The Strength Through Joy movement did benefit workers but overall the workforce was made more self-seeking and selfish as the Nazi repression kicked in.
- The Nazis were totally committed to the pursuit of a racial policy of Aryanism, or the projection of the German people as a Master Race through Social Darwinism, sterilisation and euthanasia and anti-Semitism. This had a massive impact on the lives of minority racial groups such as German Jews and Romanies.

- Despite the insistence by the Nazis on the idea of a unified Germanic community of equals there was no serious attempt at female emancipation. The experience of women within Nazi Germany was complex and varied but most women were worse off under the Nazis. Both socially and racially women found themselves in a very vulnerable position.
- Farming communities were also affected both in positive and negative ways. Large numbers of farm debts were written off and the farmers benefitted from higher food prices. Yet, there was bureaucratic meddling and the Reich Entailed Law dispossessed younger sons. The romantic 'back to land' movement reflected Nazi ideology.
- Hitler had nothing but contempt for the social elites and believed that the upper classes were patrons of decadent art. Hitler also attempted to break the monopoly of the social elite in the army, civil service and politics.
- Nazi policy also had an impact on the lives of many in Christian communities. Despite agreements being made regarding religion, life for many worshippers became more difficult and restrictive.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which young people were the group most affected by Nazi social and racial policies in the period 1933-1939.

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.

To what extent was Nazi economic policy mainly responsible for Hitler's defeat in the Second World War?

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 Nazi economic policy was mainly responsible for Hitler's defeat in the Second World War. 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 Nazi economic policy was indeed mainly responsible for Hitler's defeat in the Second World War. The response might consider supporting the proposition by considering:

- The outbreak of the Second World War came earlier than anticipated and planned. Thus, the transformation of the economy to manage war was not complete.
- Although there was a definite shift in priorities after 1936, the Four-Year Plan was not a complete success. In 1939, the German economy was not ready for a major war.
- The intervention of the state and the demands of the Armed Forces made it difficult for industry to maximise the resources at its disposal.
- The military authorities complained that the Four-Year Plan failed to do everything that the armed forces wanted, while making it difficult for the Four-Year Plan by imposing their own priorities on the arms industry. The outcome was expensive with slow moving production programmes and the duplication of effort.
- There was no central agency to coordinate planning and the interference of the armed forces resulted in inefficient production.
- Without the ruthless exploitation of occupied Europe, the war machine would have ground to a halt well before 1945.

Candidates might consider challenging the proposition in the question by arguing that in some respects Nazi economic policy was not mainly responsible for Hitler's defeat in the Second World War and in fact there were other factors that were equally or more responsible. The response might consider:

- When Hitler put Goering in charge of the second Four Year Plan this ushered in a phase of military expansion based upon restructuring the economy to meet the probable needs of war. This is one example of economic poling having some success.
- Weapons production increased significantly after Albert Speer became Minister of Armaments in February 1942.

- Hitler's military leadership was more responsible for his defeat. His hubris as a military leader and the shortcomings of Blitzkrieg were linked with many strategic blunders.
- The entry of the USA into the war was a major turning point in the fortunes of war
- The superior military resources of the Allies was a huge factor in Hitler's defeat
- The success of the campaigns in the West including D Day undermined German confidence at home and in military terms
- The resistance of the Russians can be argued to have been the most likely single reason for German defeat – Stalingrad was a huge turning point
- The contribution of the domestic resistance movements was not a major factor but allowed the struggle to continue while other developments evolved

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Nazi economic policy was mainly responsible for Hitler's defeat in the Second World War.

MARK SCHEME UNIT 4 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 given to certain types of answer. The published mark scheme for Unit 4 also gives a similar breakdown and descriptors.

Band 6 CHARACTERISTICS		<i>The response is fully focussed 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>
B6H	30	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.
B6S	27	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.

Band 5 CHARACTERISTICS		<i>The response is mainly focussed 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>
B5H	25	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.
B5S	23	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.
B5C	21	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>

Band 4 CHARACTERISTICS		<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>
B4H	20	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.
B4S	18	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.

Band 3 CHARACTERISTICS		<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>
B3H	15	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.
B3S	13	The response tends to be in the form of a generalised, listing of developments and factors.

Band 2 CHARACTERISTICS		<i>The response is largely based on the TOPIC area and is descriptive.</i>
B2H	8	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
B2S	6	The response is a descriptive account of the developments and factors related to the topic area with no judgement attempted.

Band 1 CHARACTERISTICS		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the topic area.
B1S	3	The response is very brief and / or largely irrelevant to the concept set.
	0	Use for incorrect answers