



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2017

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 2017 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 Nazi economic policy between 1933 and 1943.**

Candidates are expected to demonstrate their ability to analyse and evaluate a range of primary source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the sources in their historical context. To judge value to an historian, there should also be analysis and evaluation of the content and the authorship of the primary sources.

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 value of the sources to an historian studying Nazi economic policy between 1933 and 1943. Understanding of the historical context should also be demonstrated to analyse and evaluate the value of the source to the particular enquiry. Appropriate observations in the analysis and evaluation of the sources may include:

- Source A is from an article in a Welsh newspaper from 1933. When the Nazis came to power in 1933 there were 8 million unemployed and the economy was in a very poor shape. The article shows that the Nazis planned to further develop a public works creation scheme in order to engage unemployed people in constructive work for society. The article shows that not all Hitler's policies were original as he continued the previous government's public works programme but had plans to make it compulsory which eventually became the RAD. The source remains valuable evidence to an historian studying early Nazi economic policy as it shows the reaction of outsiders to the early years of the Nazi regime. The tone is designed to consider the effectiveness of Nazi economic policy in restoring confidence but doesn't reflect the fact that by early 1933 the world slump had bottomed out and the economy was already improving. It is valuable evidence that the Nazis copied existing Weimar policy and took advantage of the economic situation.

- Source B is from a SOPADE report into the condition of the German economy by 1938 - two years into the second Four Year Plan. Usually the reports were based upon intelligence passed on from their agents in Germany and there has to be a question mark about the ability of the report to effectively analyse the economy of Germany in 1938. The report begins by conceding that the level of economic activity has greatly increased but then goes on to discuss at what price. The tone of the report focuses upon the impact of the Four Year Plan on the people of Germany in relation to rearmament. It implies that the standard of living and working conditions of the German people have deteriorated and that economic policy is contradictory in terms of encouraging the birth rate and the building of necessary homes. The tone is of an anti-Nazi propaganda statement and should be treated with caution by an historian studying Nazi economic policy because this would suggest that the Nazis did not have a clear economic plan. The source does show that there has been a shift in priorities after 1936 and that the second Four Year Plan was not a complete success. For this reason it is likely to be quite valuable to an historian studying Nazi economic policy since it hints at the lack of co-ordinated policy and shows how the economy was being restructured to meet the needs of war regardless of anything else. This was the phase of military expansion and the notion of 'guns not butter'. The emphasis was on self-sufficiency and was the period where Goering took control
- Source C is from a radio broadcast made by Goebbels in 1943 where he signalled the move towards total war. In this source he calls for a universal labour service and increased production and, despite the reluctance to conscript women, the pressure on the economy led to a gradual rethink so this is a call to the women of Germany. In 1943 women between the ages of 17-45 were obliged to sign up for work. Their inclusion was made necessary by the turn in fortunes of the army and the surrender at Stalingrad in January 1943. In the source he hints at the necessity for better organisation of the economy which was reflected in the appointment of Speer as Reich Minister for Armaments and Production in 1943 in order to ensure greater productivity and efficiency through a Central Planning Board. It shows the logical progression towards total war from Sources A and B, which deal with recovery and rearmament. The source shows that the invasion of Russia has failed and the extent of the military threat from the East. Source C is valuable to an historian studying the economic policy of the Nazis because it is an admission by Goebbels that the delicate balance between consumer and military could no longer be maintained. The tone of the source remains positive but that it was now a struggle for the survival of Germany. The title 'Nation now Rise Up' was designed to build popular enthusiasm for the war and also to impress Hitler into giving Goebbels greater powers in the running of the economy. Total war was actually a desperate attempt to cling on to the Lebensraum already achieved. Typically, Goebbels does not deal with it directly but hints at the millions of slave labourers brought to Germany or the plundering of occupied Europe and so the veracity of the speech should be treated with great caution

Overall, candidates will assess the value of the sources to an historian studying Nazi economic policy 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.

## ASSESSMENT GRID FOR QUESTION 1

Target AO2

Total mark: 30

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

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the given sources involving full and valid consideration of the content, provenance and tone of the sources; full understanding shown of the correct historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying a particular issue.</i>
B6H	30	The response shows accurate and sustained source evaluation using the content and attributions to deal with the strengths and limitations of each of the three sources, setting the response in the correct historical context and covering all of the period set in the enquiry. There will be a sustained and fully substantiated judgement on both the individual and collective value of all three sources to an historian studying the particular issue.
B6L	26	The response begins to show some characteristics of Band 6.
<b>Band 5 CHARACTERISTICS</b>		<i>Meaningful analysis and evaluation of the given sources involving valid consideration of the content, provenance and tone of the sources; understanding shown of the correct historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue.</i>
B5H	25	The response shows accurate source evaluation using the content and attributions to deal with the strengths and limitations of each of the three sources, setting the response in the correct historical context and covering most of the period set in the enquiry. There will be a valid judgement on the value of all three sources to an historian studying the particular issue.
B5L	23	The response begins to show some characteristics of Band 5.
<b>Band 4 CHARACTERISTICS</b>		<i>Clearly attempts an analysis and evaluation of the given sources in relation to the historical context of the set enquiry with some consideration of the content, provenance and tone of the sources; a sound judgement is seen regarding the value of all or some of the three sources.</i>
B4H	20	The response is able to discuss the strengths and limitations of all three sources by focusing on their attributions, content and the historical context. The judgement on value will be clear and supported on all three sources.
B4M	18	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the historical context. There will be some issues with imbalance in the treatment of the sources. The judgement on value will be clear on some or all of the three sources but with some general comments.
B4L	16	The response begins to show some characteristics of Band 4. Value to the historian is seen here but the reference will be limited.

<b>Band 3 CHARACTERISTICS</b>		<i>Mechanistic use of the content and attributions of the given sources to discuss their utility; begins to show some general awareness of the historical context relating to the set enquiry; limited judgement on the utility of all or some of the sources.</i>
B3H	15	The response is able to discuss the strengths and/or limitations of the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a judgement on the utility of all of the sources.
B3M	13	The response is able to discuss the strengths and/or limitations of some 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 the utility of two of the three sources.
B3L	11	The response begins to show some characteristics of Band 3. Also use if only one attribution is attempted to show utility.
<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content of the given sources to show their utility; little understanding of the historical context is seen.</i>
B2H	10	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their content mostly; any references to the historical context will be general and vague. There will be a limited judgement on the utility of at least one of the sources.
B2M	8	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their content and omissions with some imbalance; any references to the historical context will be very general and vague.
B2L	6	The response trawls through the sources only.
<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from content or attributions of the given sources.</i>
B1H	5	Paraphrases from all of the three sources and/or attributions or plain narrative.
B1L	3	Copies from one or two of the three sources and/or attributions.
	0	Use for incorrect answers.

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

## 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 focused 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.*

### **How effective were social, religious and racial policies in maintaining support for the Nazi regime in the period 1933-1945?**

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 Nazi social, racial and religious policies were effective in maintaining support for the Nazi regime in this period. 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 Nazi social, religious and racial policies were effective in maintaining popular support for the Nazi regime. In order to reach a substantiated judgement about this issue, candidates may argue that the Nazi policies created a united community so that the German people mostly supported the regime and acted together. The response might support the proposition by considering:

- the Nazis indoctrinated the young from the age of four using youth movements and the school system to impose the value of Nazism. Millions joined the Hitler Youth and the government attempted indoctrination via control of the curriculum and teachers
- women were to have an honoured but distinct role within the regime. A policy of 'secondary racism' unfolded. Many women reacted positively to the reactionary ideas.
- many Christians supported Nazism because of its anti-communism and support for traditional values. The Nazi tried to control the Churches; they created the Nazi Reich Church and the German Faith Movement. The Churches were keen to protect their institutions and broadly compromised with the regime e.g. the Concordat
- there was open hostility to alien elements which threatened the National community. This led to the persecution of gypsies, homosexuals the mentally ill and Jews; methods included discrimination, imprisonment, sterilisation and murder; propaganda encouraged the support of the people in removing 'outsiders' e.g. denunciation
- the control of all institutions which projected attitudes and the expression of opinion ensured support
- Nazi social policies had many attractive features which appealed to people's sense of community and gained their support

Candidates might consider challenging the proposition in the question by arguing that in some respects the Nazi social, religious and racial policies failed to create a united community of obedient Germans that supported the regime. The response might consider:

- there is evidence of increasing disillusionment with Nazi education and the Hitler Youth movement. During the war, groups such as the Edelweiss pirates and the White Rose group challenged the regime
- Nazi policies towards women were contradictory and inconsistent and their impact was limited, the Nazis encouraged the role of the family yet pursued the Lebensborn campaign. Women were taken out of the labour market and then told to return. Many women were not satisfied with this policy.

- the Confessional Church rejected government interference. The Catholic Church became increasingly concerned with the government's actions e.g. T4 action. There was criticism and opposition from individual Christians and the Christian faith remained strong
- the role of Germans in racial policy is uncertain and patchy; Gestapo grumblings of dissent and later opposition towards the extremes of the extermination camps encouraged some resistance
- the reality of achievement did not match the propaganda image as many Germans did not conform to the Nazi image of an united and obedient community; there was a great variety of reactions to the notion of a national community/Volksgemeinschaft
- the extent to which self-preservation rather than the commitment to an idealised Nazi regime was more prevalent

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the social, religious and racial policy were effective in maintaining support for the Nazi regime in the period 1933-1945.

### 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 Hitler's leadership was mainly responsible for Germany'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 Hitler's leadership was mainly responsible for Germany'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 Hitler's leadership was mainly responsible for Germany's defeat in the Second World War . In order to reach a substantiated judgement about this issue, candidates may argue that Hitler assumed responsibility for Germany's war effort as commander in chief and so must take responsibility for her defeat. The response might support the proposition by considering:

- Hitler's hubris as a military leader
- the shortcomings of the policy of Blitzkrieg
- Hitler made strategic blunders such as the war on two fronts leading to overextension
- the lack of preparation for operation Sea Lion and the alliance with Italy
- Hitler's overconfidence in waging the ideological invasion of the Soviet Union
- Hitler allowed his resources to be stretched beyond the limits of logistics
- the lack of economic preparation showed Hitler's failings as a strategic leader

Candidates might consider challenging the proposition in the question by arguing that in some respect Hitler's leadership was one factor in a range of others which led to the defeat of Germany. The response might consider:

- the entry of the USA into the war
- the superior military resources of the Allies
- the superior economic resources of the Allies
- the success of the campaigns in the West including D day
- the resistance of the Russians
- the contribution of the resistance movements
- the impact of Allied victories

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

### ASSESSMENT GRID FOR QUESTIONS 2 AND 3

Target AO2

Total mark: 30

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focused on the exact key concept in the set question, covering the 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.
B6M	28	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 convincing and substantiated judgement covering the whole of the set period.
B6L	26	The response begins to show some characteristics of Band 6
<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>
B5H	25	The response clearly engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering most of the set period.
B5M	23	The response engages with the key concept and offers a debate regarding the range of issues arising from the question 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 most of the set period.
B5L	21	The response begins to show some characteristics of Band 5. <i>[This can also be used for good responses that don't cover most of the period set].</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>
B4H	20	The response will be mainly focused on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question over most of the set period. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors in relation to the key concept over most of the period set. There may be some listing of developments and a series of mini judgements. There will be a balanced final judgement but there may well be some drift.
B4L	16	The response begins to show some characteristics of Band 4

<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>
B3H	15	The response tends to focus on using a highly structured ( <i>mechanistic/formulaic</i> ) series of developments, events and/or factors over the period rather than the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - [ <i>the yes/no – for and against – essay</i> ]
B3M	13	The response tends to be in the form of a generalised, listing of developments, events and/or factors. There may a weak focus and imbalanced judgement on the key concept in the question set [ <i>the yes (or no) imbalanced essay</i> ]. Also use if the answers do not deal adequately with the key concept or with any counter arguments or for answers which provide an imbalanced argument.
B3L	11	The response begins to show some characteristics of Band 3
<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i>
B2H	10	The response is a predominantly descriptive account of the developments, events and/or factors of the topic area. There may be a “tagged on” [ <i>throwaway / simplistic / bolt-on</i> ] judgement referring to the key concept in the set question which is not appropriately supported. Accept an inferred or implied judgement here.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and/or factors related to the topic area. No judgement is attempted here.
B2L	6	The response begins to show some characteristics of Band 2.
<b>Band 1 CHARACTERISTICS</b>		<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.
B1L	3	The response is very brief and/or largely irrelevant to the concept set.
	0	Use for incorrect answers

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