



GCSE MARKING SCHEME

SUMMER 2023

HISTORY

COMPONENT 1: NON-BRITISH STUDY IN DEPTH

1G. GERMANY IN TRANSITION, 1919–1939

C100UG0-1

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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.

COMPONENT 1: NON-BRITISH STUDY IN DEPTH

1G: GERMANY IN TRANSITION, 1919–1939

SUMMER 2023 MARK SCHEME

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question.

<i>Mark allocation:</i>	AO1(b)	AO2	AO3 (a)	AO4
5	3		2	

Question: e.g. **Use Source A and your own knowledge to describe the Night of the Long Knives.** [5]

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1(b) 3 marks		AO3(a) 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2-3	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1	Source is analysed through description of its content only.	1

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

- *the source is a report on the Night of the Long Knives, published in a British newspaper shortly after the events took place;*
- *it states that Hitler's swift actions had saved Germany from men who threatened the peace in the country;*
- *it asserts that Hitler's actions showed his devotion to Germany as being of greater importance than personal friendships;*
- *the Night of the Long Knives took place on 30 June 1934 and was Hitler's response to the perceived threat from the SA under Ernst Rohm;*
- *Rohm had expressed his desire to absorb the regular army, the Wehrmacht, into the SA; such a move would have made him the most powerful figure in Germany and alarmed the army generals; Hitler needed their support to succeed Hindenburg and this, in addition to the fact that the SA were viewed in a negative light by many Germans, prompted Hitler to act;*
- *the action was undertaken by the SS; during the Night of the Long Knives, several hundred were put to death, including Rohm and the former Chancellor, Kurt von Schleicher;*
- *the result was that Hitler's power over Germany was greatly strengthened; upon the death of President Hindenburg in August 1934, Hitler would assume the position of Fuhrer, receive the loyalty of the army and achieve absolute power.*

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

Question 1

Mark allocation:	AO1 (b)	AO2	AO3 (a)	AO4
5	3		2	

Question: **Use Source A and your own knowledge to describe the Night of the Long Knives.** [5]

Band descriptors and mark allocations

	AO1(b) 3 marks		AO3(a) 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2-3	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source is a report on the Night of the Long Knives, published in a British newspaper shortly after the events took place;*
- *it states that Hitler's swift actions had saved Germany from men who threatened the peace in the country;*
- *it asserts that Hitler's actions showed his devotion to Germany as being of greater importance than personal friendships;*
- *the Night of the Long Knives took place on 30 June 1934 and was Hitler's response to the perceived threat from the SA under Ernst Rohm;*
- *Rohm had expressed his desire to absorb the regular army, the Wehrmacht, into the SA; such a move would have made him the most powerful figure in Germany and alarmed the army generals; Hitler needed their support to succeed Hindenburg and this, in addition to the fact that the SA were viewed in a negative light by many Germans, prompted Hitler to act;*
- *the action was undertaken by the SS; during the Night of the Long Knives, several hundred were put to death, including Rohm and the former Chancellor, Kurt von Schleicher;*
- *the result was that Hitler's power over Germany was greatly strengthened; upon the death of President Hindenburg in August 1934, Hitler would assume the position of Fuhrer, receive the loyalty of the army and achieve absolute power.*

Question 2

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
8	4		4	

Question: **What was the purpose of Source B?** **[8]**

Band descriptors and mark allocations

	AO1(b) 4 marks		AO3 (a+b) 4 marks	
BAND 3	Demonstrates very detailed understanding of the historical context.	3-4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	3-4
BAND 2	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	2
BAND 1	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source is a poster produced by the German National People's Party, the DNVP, in 1924;*
- *the purpose of the source is to persuade Germans to support the party and presumably to vote for them in elections;*
- *the source depicts the death and misery of the First World War through the mire, or swamp, with a soldier and horses in it; this is being left behind as the DNVP pulls the German wagon out of that mire;*
- *the poster depicts 1924 as being a new start for the country, as shown by the light emanating from behind the wagon and the horses; the depiction of the horses and the wagon driver suggests strength and positivity;*
- *the poster was produced at a time when Germany was starting to recover from the crisis of 1923; the French had invaded the Ruhr and the German economy had been ravaged by hyperinflation; in addition to this, Hitler had attempted a revolution in the Munich Putsch;*
- *the DNVP was a nationalist party, and the poster is drawing upon feelings of national pride and patriotism to make its point;*
- *the audience would have been the German public and the poster would have been aimed at improving the election fortunes of the DNVP during a period of electoral instability caused by the system of proportional representation.*

Question 3

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4 (a-d)</i>
10	4			6

Question: **Do the interpretations support the view that the Treaty of Versailles was the main challenge faced by the Weimar Republic in its early years?** **[10]**

Band descriptors and mark allocations

	AO1(b) 4 marks	AO4 (a–d) 6 marks	
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context. 5-6
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates the differences between the interpretations showing some awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to reach a supported judgement on the set question within the appropriate historical context. 3-4
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Analyses and evaluates the different interpretations, making appropriate reference to the content and authorship of the extracts but little awareness of the wider historical debate. A judgement on the question is reached, set within the appropriate historical context. 2
BAND 1	Generalised answer displaying limited understanding of the key feature in the question.	1	Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached. 1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Interpretation 1 supports the view that the Treaty of Versailles was the main challenge faced by the Weimar Republic in its early years;*
- *the interpretation states that the severe terms of the treaty laid the foundations for the rise of the Nazi Party;*
- *it asserts that the burdens it imposed increased German resentment, which would be capitalised on by the Nazis; as such, the Treaty would be Weimar's greatest challenge;*
- *the extract is from an article on the Treaty of Versailles published on a general educational website;*
- *although research would have been undertaken, the interpretation may be influenced by the purpose of the website; as such the audience may be non-specialist and the interpretation may be somewhat narrow in focus;*
- *Interpretation 2 does not support the view that the Treaty of Versailles was the main challenge faced by the Weimar Republic in its early years;*
- *the interpretation states that the Weimar Republic was hampered by the proportional representation system of voting;*
- *it asserts that this created a situation where only weak governments were created due to the fragmentation of the vote; it asserts that there were too many parties;*
- *the interpretation, however, is specifically focused on the constitution of the Weimar Republic and may therefore be considered to be more specialist in nature;*
- *the specialist nature of the website suggests that the target audience would be more inclined to consider the political aspects of the challenges faced by the Weimar Republic;*
- *answers should be able to reach a judgement about the degree of support for the view that the Treaty of Versailles was the main challenge faced by the Weimar Republic in its early years, based on the context and authorship of the provided interpretations and an understanding of the wider historical debate over the issue.*

Question 4

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
11	3		8	

Question: **Which of the sources is more useful to an historian studying Nazi policies towards women?** [11]

Band descriptors and mark allocations

	AO1(b) 3 marks			AO3 (a+b) 8 marks	
			BAND 4	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	7-8
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	BAND 3	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	2	BAND 2	Answer begins to analyse and evaluate the usefulness of the source material. Limited analysis of the content and authorship is undertaken, resulting in an unsubstantiated judgement.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1	BAND 1	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *both sources are of varying usefulness to an historian studying Nazi policies towards women;*
- *Source C is useful as it is a painting by Wolfgang Willrich, depicting the perfect Aryan family;*
- *it is useful as it reinforced the stereotypes propagated by the Nazis regarding the traditional roles of women within German society;*
- *the title of the painting corresponds to the Nazi idea of the perfect family, comprising of four children; it is useful as it depicts the family against a traditional background and depicts the traditionally dressed woman feeding her baby whilst the family's blond-haired children play;*
- *Source D is also useful to an historian studying Nazi policies towards women as it is an extract from a book giving an outsider's perspective on the position of women in Germany during this period;*
- *it is useful as the author had first-hand knowledge of the issue; it is useful because it asserts that under the Nazis the position of women had deteriorated greatly, with their rights being deprived as well as opportunities of education and employment being denied to them;*
- *it is useful as the author may be rather more objective and is writing an ostensibly factual account of her time in Berlin;*
- *neither source is more useful than the other but answers should be able to reach a judgement about the varying utility of the sources in an investigation into Nazi policies towards women.*

Question 5

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
19	4			12	3

Question: **From the beginning, opposition to the Republic came from the Left and Right as well as the Army – these factors led to the destruction of the Weimar Republic.**

To what extent do you agree with this interpretation?

[16+3]

Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship. Some understanding of the wider historical debate over the issue is displayed.	7-9
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference to authorship.	4-6
BAND 1	Demonstrates basic understanding of the key features in the question.	1	Makes limited comments about the interpretation with little analysis and evaluation. Little or no judgement reached.	1-3

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *to an extent the interpretation is accurate; it can be argued that the opposition of the Left and Right as well as the Army, led to the destruction of the Weimar Republic;*
- *the interpretation can be argued by reference to several factors: the Weimar Republic faced considerable opposition throughout its duration; in January 1919, the Spartacists attempted a revolution in Berlin that was only prevented by the intervention of the Army and the Freikorps; in March 1920, the Freikorps supported the Kapp Putsch, a right-wing, nationalist attempt to overthrow the Republic;*
- *it is supported by the fact that in November 1923, Hitler attempted revolution in the Munich Putsch, which once again exemplified the political opposition to the Weimar Republic;*
- *it can also be supported by reference to the fact that the army, civil service and judiciary were generally unsympathetic to the Weimar Republic; they tended to be very right wing and traditional in outlook; the fragmented voting system further seemed to weaken the Weimar Republic;*
- *however, in some ways this interpretation may be rather generalised and somewhat narrow in focus;*
- *candidates may assert that there were several other factors that contributed to the destruction of the Weimar Republic: the legacy of the Treaty of Versailles provided fertile ground for the opponents of the Republic to create resentment amongst the German public, typified by the ‘stab in the back’ theory;*
- *candidates may also assert that although the Republic recovered under Stresemann during the period 1924–29, the recovery was illusory and built upon short-term credit, a situation that could not be sustained;*
- *candidates may also assert that the Wall Street Crash and subsequent Great Depression was the key factor that led to the destruction of the Weimar Republic, through the concomitant mass unemployment and political instability;*
- *answers may comment upon the fact that the interpretation was written by an academic German historian in a specialist book on ideologies; this suggests that the audience would be specialist in nature and as such this would have influenced the forming of the interpretation;*
- *the fact that the author had served in the German Army during the Second World War suggests that he may have an understanding of the factors that led to the destruction of the Weimar Republic, through his contextual experience;*
- *answers should be able to reach a judgement about the interpretation which could agree, disagree or be more balanced, but there should be awareness of how and why it is possible to develop different interpretations as part of the wider historical debate about the destruction of the Weimar Republic.*

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
<i>High</i>	3	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning