

MARK SCHEME
Component 1: NON-BRITISH STUDY IN DEPTH
1G. Germany in Transition, 1919-1939

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

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

Question: e.g. **Use Source A and your own knowledge to describe the role of the SA.** [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

Use 0 for incorrect or irrelevant answers.

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.

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 shows an example of how the Nazi paramilitary wing were utilised;*
- *thousands attended parades and party rallies ;*
- *the brown shirts were led by Ernst Rohm and were a huge organisation;*
- *they took part in marches and displays across Germany; intimidated opponents such as Communists and Socialists; disrupted meetings of opposing parties;*
- *the source clearly demonstrates how the SA were a visible part of the power of the Nazi party on public display, in this case in Berlin during a period of considerable political and social instability for the Weimar Republic.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

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.

MARK SCHEME**Component 1: NON-BRITISH STUDY IN DEPTH****1G. Germany in Transition, 1919-1939****Question 1**

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

Question: **Use Source A and your own knowledge to describe the role of the SA.** **[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 shows an example of how the Nazi paramilitary wing were utilised;*
- *thousands attended parades and party rallies ;*
- *the brown shirts were led by Ernst Rohm and were a huge organisation;*
- *they took part in marches and displays across Germany; intimidated opponents such as Communists and Socialists; disrupted meetings of opposing parties;*
- *the source clearly demonstrates how the SA were a visible part of the power of the Nazi party on public display, in this case in Berlin during a period of considerable political and social instability for the Weimar Republic.*

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 an example of a Nazi propaganda poster from the mid - 1930s;*
- *its main purpose is to encourage the German people into supporting Nazi economic policies;*
- *the poster depicts an Aryan man labouring on the construction of a wall, a metaphor for the reconstruction of Germany under the Nazis; the pastoral background is typical of how the Nazis mixed tradition with modernity;*
- *this poster was produced during the development of the Nazi policy of autarky and was designed to create a sense of togetherness in the German nation;*
- *the poster has racial undertones and is a somewhat idealised depiction of not only the Aryan race, but of the atavistic nature of Nazism;*
- *the source was published during a period of Nazification; it focuses on the role of Hitler as the driving force behind the rebuilding of Germany.*

Question 3

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

Question: **Do the interpretations support the view that Hitler's main foreign policy aim was to conquer lands to the east of Germany?** **[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 clearly supports the view that Hitler's main foreign policy aim was to conquer lands to the east of Germany;*
- *the historian claims that Nazi war aims were clear and were based on the need to create an empire to the east of Germany; the aim was consistent with the idea of Lebensraum;*

- *the author is an historian writing for an academic magazine; the particular article is focused on the issue and therefore well-researched on Hitler's war aims;*
- *Interpretation 2 is less supportive of the view in the question; the historian suggests that Hitler's aims were less focused and he was essentially an opportunist;*
- *being free from the Versailles Treaty and to restore German power were Hitler's general aims; uncertainty exists as to his true intentions;*
- *this historian is writing in specialist book on the causes of the Second World War, but the publication is targeted at a more general audience;*
- *both clearly show the debate that has developed since World War Two as to the causes of war;*
- *answers should be able to reach a judgement about the degree of support for the view that Hitler's main foreign policy aim was to conquer lands to the east of Germany, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue such as the interpretation that Hitler wished to destroy the power of the Communist Soviet Union.*

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 the economic recovery of Weimar?** [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 the economic recovery of Weimar;
- Source C is useful because it shows how Germany was struggling in 1927; three million were unemployed and the irresponsible government policies would lead to complete collapse;
- however, the usefulness of this source is debatable as Goebbels is clearly biased because of Nazi opposition to Weimar;
- the title of the pamphlet suggests propaganda purposes; candidates may note the date and argue that the Nazis were struggling to make an impact at this time and that the claims may be exaggerated;
- Source D is also of some use saying that the economic position had improved but was really only flourishing on the surface;

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- *Germany was reliant upon loans which if called in would lead to collapse;*
- *Stresemann's official capacity as Foreign Minister suggests reliability; in Source D he displays a more profound understanding of the German economy, despite the apparent success of the later Weimar years;*
- *a strength of the source is that he was speaking to the League of Nations and it also shows the illusory nature the recovery of Weimar;*
- *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 the economic recovery of Weimar.*

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: **‘Visitors to Germany in the 1930s saw a happy, healthy, friendly people united under Hitler.’**
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 a certain extent this interpretation is accurate;*
- *it can be argued that in many ways the lives of Germans did improve under the Nazis between 1933-1939;*

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- *this interpretation can be argued by reference to several factors: the improvement in the economy and the fall in unemployment brought benefits to many; standards of living improved overall; Germany had stable government after years of weakness; the position of the country in the world brought pride to many; workers were offered incentives to serve the state, such as via the KdF movement; many young people became involved in the Hitler Youth and enjoyed the activities and comradeship it offered;*
- *William Shirer's interpretation would have been influenced by witnessing the changes that took place in Germany in the 1930s; it also benefits from hindsight because it was published in 1960 when fresh ideas about the Nazi period began to emerge;*
- *however, in many ways this is a very simplistic and blinkered interpretation which ignores many of the more negative aspects of life in Germany 1933-1939;*
- *the lives of many Germans deteriorated; the position of women worsened under the principle of the 3Ks; membership of the Hitler Youth became compulsory; education was Nazified and free thought stifled; the media and culture was strictly controlled and people were subject to daily propaganda; workers were controlled through the DAF; the lives of Jews deteriorated significantly and the lives of other groups the Nazis were opposed to also worsened;*
- *answers may comment on the fact that the author was an American journalist and not an historian; this could affect his interpretation in several ways; he is also recalling the changes for his book which was published many years later; the title of the book suggests it is a wide-ranging history book and this interpretation is just part of a much wider study;*
- *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 of whether the lives of Germans did improve under the Nazis between 1933-1939.*

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