



GCSE MARKING SCHEME

SUMMER 2025

HISTORY

COMPONENT 2: PERIOD STUDY

2B. THE DEVELOPMENT OF GERMANY, 1919–1991

C100U20-1

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCSE HISTORY – COMPONENT 2: PERIOD STUDY

2B. THE DEVELOPMENT OF GERMANY, 1919–1991

SUMMER 2025 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				
Mark allocation:	AO1(a)	AO2	AO3 (a)	AO4
5	5			

Question: e.g. **Describe the treatment of Jews in Germany between 1933 and 1939.** [5]

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1(a) 5 marks	
BAND 3	Demonstrates detailed knowledge of the issue set within the appropriate historical context.	4–5
BAND 2	Demonstrates some knowledge of the issue set.	2–3
BAND 1	Demonstrates weak, generalised knowledge of the issue set.	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 1933 boycott of shops; action of the SA.*
- *Banning of Jews from government jobs, public spaces, park and swimming pools.*
- *Burning of Jewish books.*
- *The Nuremberg Laws; loss of citizenship, Law for the Protection of German Honor and Marriage.*
- *Banning or restriction of Jewish professional activities, such as vets, teachers, dentists, accountants or nurses.*
- *Lull in persecution during the Berlin Olympics, 1936.*
- *Carrying of identity cards, social humiliations and public identification of Jews.*
- *Exclusion of Jews from schools and universities.*
- *Kristallnacht 1938, escalation of persecution and violence.*



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 the examiner training meeting immediately prior to the commencement of marking, detailed advice from the Principal Examiner on the qualities of each mark band will be given along with examples of pre-marked work. 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, either because it contains nothing of any significance to the mark scheme or no response has been provided, no marks should be awarded.

Question 1

Mark allocation:	AO1 (a)	AO2	AO3	AO4
5	5			

Question: **Describe the treatment of Jews in Germany between 1933 and 1939. [5]**

Band descriptors and mark allocations

	AO1(a) 5 marks	
BAND 3	Demonstrates detailed and accurate knowledge of the issue set within the appropriate historical context.	4–5
BAND 2	Demonstrates some knowledge of the issue set.	2–3
BAND 1	Demonstrates limited knowledge of the issue set.	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 1933 boycott of shops; action of the SA.*
- *Banning of Jews from government jobs, public spaces, park and swimming pools.*
- *Burning of Jewish books.*
- *The Nuremberg Laws; loss of citizenship, Law for the Protection of German Honor and Marriage.*
- *Banning or restriction of Jewish professional activities, such as vets, teachers, dentists, accountants or nurses.*
- *Lull in persecution during the Berlin Olympics, 1936.*
- *Carrying of identity cards, social humiliations and public identification of Jews.*
- *Exclusion of Jews from schools and universities.*
- *Kristallnacht 1938, escalation of persecution and violence.*

Question 2

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
6	2	4		

Question: **How far did the creation of a police state help the Nazis increase control over Germany?** [6]

Band descriptors and mark allocations

	AO1(a+b) 2 marks		AO2 4 marks		
			BAND 3	Fully analyses the nature and extent of change while arriving at a well-supported judgement on the issue set within the appropriate historical context.	3–4
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Begins to analyse the extent of change while arriving at a partial judgement.	2
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	Provides limited analysis of the extent of change.	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:

- *Liberalism and permissiveness during the time of the Weimar republic, freedoms and equalities, cabaret, freedom of speech.*
- *Nazi use of Fear; the SS and Gestapo, the SD.*
- *The use of concentration camps against political opponents, socialists, trade unionists, etc; brutality and high mortality rates; "Shot while trying to escape"*
- *Control of the legal system, judges as loyal Nazis.*
- *Denunciation and distrust amongst the populace.*
- *Tight Nazi control and reactions towards resistance.*
- *Links to propaganda and censorship – as they support the suppression of freedoms, and Nazi control over the German people.*

Question 3

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
9	3	6		

Question: **During the Second World War, life changed drastically for Germans due to factors such as:**

- changing conditions on the home front
- opposition to the Nazis
- the impact of defeat

Arrange the factors in order of significance in changing lives for the German people between 1939 and 1945. [9]

Band descriptors and mark allocations

	AO1(a+b) 3 marks		AO2 6 marks	
BAND 3	Demonstrates detailed knowledge and understanding of the features mentioned.	3	Fully explains the extent of change in the question. There will be a clear, well-supported justification of the relative extent of change set within the appropriate historical context.	5–6
BAND 2	Demonstrates some knowledge and understanding of the features mentioned.	2	Begins to explain the extent of change. There will be some justification of the relative extent of change.	3–4
BAND 1	Demonstrates limited knowledge and understanding of the features mentioned.	1	Limited explanation of the extent of change. There will be little attempt to justify the relative extent of change.	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. Examiners should note that the order of significance suggested by candidates will vary. Marks should be awarded for the quality of justification provided by candidates. Some of the issues to consider are:

- *Changing conditions: early days of euphoria, patriotism and general support for the war as a result of Blitzkrieg successes and the belief that ultimate victory was assured; the precautionary introduction of rationing in August 1939 in the event of a lengthy war; the importance placed on war production with the emphasis on heavy industry and armaments; the deployment of large numbers of women to replace men in factories and the use of slave labour; the use of propaganda to convince people that the Final Victory would be secured; the intensification of allied bombing on German cities and the great hardships endured; how the treatment of sub-groups intensified, Jews, political opponents, gypsies.*
- *Opposition: changing attitudes towards Nazi rule: many Germans began to oppose Nazi rule as the war progressed including the Church, young people, women and the army; left-wing political opposition from groups such as the Red Orchestra whose spy network passed on intelligence to the Soviets and the communist Anton Saefkow who organised acts of sabotage and resistance; right-wing political opposition from the Kreisau Circle who planned to govern Germany on democratic, Christian principles after the fall of Hitler; intellectual opposition from university students such as the White Rose who called for passive resistance against the Nazis; opposition from the Church including individuals like Niemoller and Bonhoeffer; opposition from young people who objected to being controlled by the Nazis and formed groups such as the Edelweiss Pirates; opposition from military leaders such as Gen. Beck and Col. von Stauffenberg who attempted to assassinate Hitler.*
- *Impact of defeat: the final stages of the war witnessed desperate measures such as the use of the Volkssturm and young boys to bolster the military effort. The impact of allied bombing and the destruction of cities, transport links and infrastructure, starvation and death, psychological impact of defeat; Allied occupation, differences between Soviet and Western control. Displacement of people, prisoners of war. Some answers may consider the long-term effects of defeat including the two Germanies and the Cold War.*

Question 4

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
8	3	5		

Question: **Explain why many Germans were opposed to the Weimar Government between 1919 and 1933.** [8]

Band descriptors and mark allocations

	AO1(a+b) 3 marks		AO2 5 marks	
BAND 3	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Fully explains the issue with clear focus set within the appropriate historical context.	4–5
BAND 2	Demonstrates some knowledge and understanding of the key features in the question.	2	Partially explains the issue within the appropriate historical context.	2–3
BAND 1	Demonstrates limited knowledge and understanding of the key features in the question.	1	Limited explanation of the issue.	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:

- *Impact of defeat in WW1, humiliation caused by the acceptance of the treaty of Versailles, and the need for revenge.*
- *The “Stab in the back” myth by the “November criminals”.*
- *Anger at terms of the treaty of Versailles, such as the war guilt clause and the demand for reparations leading to the economic crisis.*
- *The weakness of the proportional representation system, leading to coalition governments, the desire by some to return to a monarchist system.*
- *Uprisings and attempts to destabilise the government, such as the Spartacist, Kapp and Munich putsches.*
- *The impact of Hyperinflation on people’s lives.*
- *The impact of the Great Depression and the inability of the government to solve the crisis.*

Question 5

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	4	8		

Question: **How important was Berlin in affecting relations between East and West Germany between 1949 and 1991?** [12]

Band descriptors and mark allocations

	AO1(a+b) 4 marks		AO2 8 marks	
BAND 4	Demonstrates accurate and detailed knowledge and understanding of the key features in the question.	4	Fully analyses and evaluates the importance of the key issue against other factors. There will be a reasoned and well supported judgement set within the appropriate historical context.	7–8
BAND 3	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Analyses and evaluates the key issue against other factors. There will be a clear attempt to arrive at a judgement with support.	5–6
BAND 2	Demonstrates some knowledge and understanding of the key features in the question.	2	Begins to analyse and evaluate the key issue against other factors. An unsupported judgement of the issue is provided.	3–4
BAND 1	Demonstrates limited knowledge and understanding of the key features in the question.	1	Limited attempt to analyse and evaluate the key issue against other factors.	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:

- *Post War tension and Berlin as a symbol of the cold war.*
- *East Berlin as a gateway for the exodus of professionals, the “Brain drain”, lure of the west.*
- *Khrushchev’s demand in November 1958 that western powers pull their forces out of West Berlin, which sparked a three year crisis over the future of the city culminating in the building of the Berlin Wall, 1961.*
- *Standoff at Checkpoint Charlie in October 1961 between US and Soviet troops on either side of the checkpoint when for 16 hours the world was on the brink of war; the eventual stand down.*
- *The Wall as a physical symbol of the Cold War.*
- *Espionage, the idea of West Berlin as an island in a sea of communism.*
- *Increasing tensions created by division. Those who tried to defect could be shot, families were divided.*
- *Kennedy’s attitude: “A wall is a hell of a lot better than a war”.*
- *Euphoria at the eventual dismantling of the war and the end of the Cold War.*
- *Answers may also briefly consider other factors which affected relations between East and West Berlin such as the Berlin blockade and airlift, military alliances, Brandt and Ostpolitik.*