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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

**HISTORY**

**COMPONENT 2: PERIOD STUDY**

**2B. The Development of Germany, 1919-1991**

**C100U20-1**

## **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.

## MARK SCHEME SUMMER 2018

### Component 2: PERIOD STUDY

#### 2B. The Development of Germany, 1919-1991

#### 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:**

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

Question: e.g. **Describe the economic recovery of West Germany under Konrad Adenauer between 1949 and 1963.** [5]

#### Band descriptors and mark allocations

AO1(a) 5 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge of the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge of the issue set.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates weak, generalised knowledge of the issue set.</b>	<b>1</b>

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:

- *his role in transforming West Germany into a prosperous industrial state as part of the 'economic miracle';*
- *the introduction of the Deutschmark in June 1948 which stabilised the currency and encouraged investment;*
- *the levying of high taxes on the wealthy which raised revenue;*
- *the free market policies of Erhard and the effective use of Marshall Aid;*
- *the emphasis on the replacement of old smokestack industries;*
- *increased demand and production of consumer goods;*
- *the rebuilding of homes after the devastation of war;*
- *the reduction of unemployment;*
- *co-operation with western European powers and entry into the ECSC and the EEC which boosted economic activity.*

## **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 SUMMER 2018**

**Component 2: PERIOD STUDY**

**2B.The Development of Germany, 1919-1991**

**Question 1**

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

Question : **Describe the economic recovery of West Germany under Konrad Adenauer between 1949 and 1963. [5]**

**Band descriptors and mark allocations**

	<b>AO1(a) 5 marks</b>	
<b>BAND 3</b>	<b>Demonstrates detailed and accurate knowledge of the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge of the issue set.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge of the issue set.</b>	<b>1</b>

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:

- *his role in transforming West Germany into a prosperous industrial state as part of the 'economic miracle';*
- *the introduction of the Deutschmark in June 1948 which stabilised the currency and encouraged investment;*
- *the levying of high taxes on the wealthy which raised revenue;*
- *the free market policies of Erhard and the effective use of Marshall Aid;*
- *the emphasis on the replacement of old smokestack industries;*
- *increased demand and production of consumer goods;*
- *the rebuilding of homes after the devastation of war;*
- *the reduction of unemployment;*
- *co-operation with western European powers and entry into the ECSC and the EEC which boosted economic activity.*

**Question 2**

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

Question: **How far did the treatment of Jews change between 1939 and 1945?** [6]

**Band descriptors and mark allocations**

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

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 war as a catalyst in the treatment of Jews and how treatment intensified as the war progressed;*
- *the gathering of Jews into ghettos or `Jewish reservations` in towns;*
- *the actions of the Einsatzgruppen and the systematic murder of more than 2 million, mainly Russian Jews;*
- *the building of concentration camps and the mass transportation of Jews;*
- *decisions made at the Wannsee Conference leading to the systematic killing of Jews, mass genocide and industrialised murder in the Final Solution;*  
*Credit reference to the situation on the eve of war in 1939 and to antecedents such as Kristallnacht as a precursor to the Holocaust.*

**Question 3**

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

Question: **The Nazis came to power in January 1933 as a result of factors such as:**

- **The use of violence**
- **The use of propaganda**
- **The Depression**

**Arrange the factors in order of their significance in the Nazi rise to power. Explain your choices. [9]**

**Band descriptors and mark allocations**

	<b>AO1(a+b) 3 marks</b>		<b>AO2 6 marks</b>	
<b>BAND 3</b>	<b>Demonstrates detailed knowledge and understanding of the features mentioned.</b>	<b>3</b>	<b>Fully explains the significance of the factors in the question. There will be a clear, well-supported justification of the relative significance of the factors set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge and understanding of the features mentioned.</b>	<b>2</b>	<b>Begins to explain the significance of the factors in influencing lives. There will be some justification of the relative significance of the factors.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge and understanding of the features mentioned.</b>	<b>1</b>	<b>Limited explanation of the significance of the factors in influencing lives. There will be little attempt to justify the relative significance of the factors.</b>	<b>1-2</b>

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:

- *The use of violence was significant in a number of ways: the founding of the SA as a paramilitary organization was used to intimidate opponents of the Nazis and disrupt their meetings; the SA clashed with the Communists as Hitler sought to show how they could counter the threat of a takeover; their use in intimidating and attacking Jews and other undesirables; the use of violence during the Munich Putsch and the lessons learned.*
- *The use of propaganda was significant in a number of ways: the effective use of mass rallies, speeches, banners, films and radio; the role of Goebbels in promoting Nazism; the production and circulation of pamphlets and newspapers; the effective use of posters to promote Nazi ideals and comment on the issues of the time.*
- *The Depression was significant in a number of ways: it resulted in political as well as economic crisis and the weak coalition Weimar governments were unable to deal with the problems; the dramatic rise in unemployment, poverty and its effects and how the Nazis made capital; how many Germans turned to extremist parties to provide solutions and how Hitler played on the fears of a Communist takeover.*



### Question 4

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

Question: **Explain why Berlin was a cause of tension during the Cold War.** [8]

#### Band descriptors and mark allocations

	AO1(a+b) 3 marks		AO2 5 marks	
<b>BAND 3</b>	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
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key features in the question.	2	Partially explains the issue within the appropriate historical context.	2-3
<b>BAND 1</b>	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:

- *post-war tension and how East Berlin became a symbol of the Cold War;*
- *how the Western powers pumped resources into Berlin to the embarrassment of the USSR;*
- *the Berlin Crisis of 1948-49 and Stalin's eventual step-down;*
- *East Berlin as a gateway for the exodus of professionals leading to the building of the Berlin Wall which became a physical symbol of the Cold War;*
- *Berlin as an island of capitalism in a sea of Communism;*
- *how the Western powers became convinced of the need for increased military co-operation leading to the establishment of NATO;*
- *the euphoria at the dismantling of the Berlin Wall and the ending of the Cold War.*

### Question 5

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
12	4	8		

Question: **How important was the Treaty of Versailles in causing problems for the Weimar Republic in the 1920s? [12]**

#### Band descriptors and mark allocations

	AO1(a+b) 4 marks		AO2 8 marks	
<b>BAND 4</b>	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
<b>BAND 3</b>	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
<b>BAND 2</b>	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
<b>BAND 1</b>	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:

- *the impact of defeat, the humiliation caused by the acceptance of the terms of the treaty and the need for revenge;*
- *the creation of the `stab in the back` myth by the `November Criminals`;*
- *anger at the war-guilt clause and the demand for reparations leading to the economic crisis;*
- *territorial losses coupled with the loss of industrial regions;*
- *military restrictions;*
- *the failure of the government to negotiate entry into the League of Nations making Germany an outcast nation;*

- *in order to fully analyse and explain the importance of the Treaty of Versailles in causing problems for the Weimar Government answers should also consider the importance of a range of other factors;*
- *answers could explain the impact of other factors such as: the weaknesses of Weimar coalition governments, political disillusionment as a result of a flawed constitution and the adoption of proportional representation, uprisings and attempts to de-stabilise the government, the impact of hyperinflation.*