

## MARK SCHEME

### 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:

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 Berlin Blockade and Airlift of 1948-49.**

[5]

This is the question and its mark tariff.

#### 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.

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:

- *Kennedy's New Frontier programme and his sweeping aims to eradicate poverty, inequality and deprivation;*
- *his policies economically, with tax cuts, public works schemes and grants;*
- *his policies socially, to increase the minimum wage, to provide medical health insurance, the passing of the Social Security Act 1962 and more investment in education and training;*
- *his policies politically with the Civil Rights Bill of 1963 and efforts to improve the rights of women.*

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 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>
<b>5</b>	<b>5</b>			

Question: **Describe the Berlin Blockade and Airlift of 1948-49. [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:

- *the Berlin Blockade in June 1948 was Stalin`s order to cut off all links between East and West Berlin in an attempt to force the allies out;*
- *the Blockade was his response to Britain, France and America uniting their zones into a new country, West Germany and introducing a new currency;*
- *the western allies saw this as an attempt to starve Berlin into surrender, so they decided to supply West Berlin by air; `Operation Vittles` and the airlifting of supplies lasted 318 days with 275,000 planes transporting 1.5 million tons of supplies;*
- *Stalin lifted the Blockade in May 1949.*

**Question 2**

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

Question: **How far did the lives of Jews change in Germany between 1933 and 1939?** **[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 extent to which the lives of Jews changed in Germany between 1933 and 1939;*
- *reference to early measures against Jews such as boycotts, painting Jude on windows and the exclusion of Jews from government posts;*
- *the turning point of the Nuremberg Laws which denied Jews citizenship and the right be protected by the police;*
- *the removal of Jewish professionals from their positions;*
- *the increase in pressure on Jews as shown by the introduction of registration and identity cards;*
- *increasing violence including `Kristallnacht` as a precursor to the Holocaust;*
- *the evaluation of the extent of change can be balanced by reference to the gradual deterioration in the lives of Jews across the period.*

**Question 3**

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

Question: **Germany was greatly weakened by the terms of the Treaty of Versailles after the First World War. Three of the terms were:**

- **The loss of German land**
- **The reduction of Germany`s military strength**
- **The payment of reparations**

**Arrange the terms of the treaty in order of their significance in weakening Germany after the First World War. Explain your choices. [9]**

**Band descriptors and mark allocations**

	AO1(a+b) 3 marks		AO2 6 marks	
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the features mentioned.	3	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.	5-6
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the features mentioned.	2	Begins to explain the significance of the factors. There will be some justification of the relative significance of the factors.	3-4
<b>BAND 1</b>	Demonstrates limited knowledge and understanding of the features mentioned.	1	Limited explanation of the significance of the factors. There will be little attempt to justify the relative significance of the 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. 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 loss of German land was significant in weakening Germany after the First World War for a number of reasons: the country was undermined by the loss of 10% of land and 12% of population e.g. Alsace-Lorraine to France, North Schleswig to Denmark; West Prussia and Upper Silesia to Poland and the creation of the Polish Corridor; economically Germany was damaged by the loss of the Saar coalfields; the pride of the country was hurt by the dismembering of the German empire and the loss of colonies.*

- *the reduction of Germany's military strength was significant in weakening Germany after the First World War for a number of reasons: the country was weakened by the de-militarisation of the Rhineland and the creation of a buffer zone; reduction of the army was also important in reducing Germany's power as a nation as were restrictions in the airforce and navy; another factor which reduced Germany's strength was the banning of conscription.*
- *the payment of reparations was significant in weakening Germany after the First World War for a number of reasons: the `war-guilt clause` that deemed Germany responsible for all losses and damage and so liable for compensation hurt Germany financially; the fixing of reparations at £6.6 million seriously weakened Germany's economy; answers may refer to missed reparation payments leading to the invasion of the Ruhr with the resultant hyperinflation.*

**Question 4**

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

Question: **Explain why life was so different for East and West Germans after 1949.** **[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:

- *the differences in the lives of East and West Germans after 1949 are based firmly on the post-war division of Germany;*
- *the West German area benefitted from US support in the form of Marshall Aid for the West; West Berlin became the 'shop window of the West';*
- *Adenauer's economic miracle transformed West Germany into a prosperous industrial state;*
- *West Germany developed a welfare state, with consumerism and improved living standards;*
- *answers will explain the differences in the lives of people in East Germany with reference to the disassembly of industry by the Soviet demands for reparations and the draining of wealth to help re-build the Soviet Union;*
- *the nationalisation of industry and Soviet-style centralised control;*
- *poorer living and working conditions compared to the West;*
- *the use of repression and the activities of the Stasi which created a culture of fear in East Germany.*

**Question 5**

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

Question: **How important was the Reichstag Fire of 1933 in Hitler's consolidation of power between 1933 and 1934? [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 Reichstag Fire was important in Hitler's consolidation of power in a number of ways;*
- *it influenced the result of the election of March 1933; though the origins of the fire are unclear, the Nazis clearly exploited the event to convince Hindenburg that the communists were planning an uprising and to secure his approval for the passing of an emergency decree; this led directly to the suspension of civil liberties and the dissolution of political parties;*
- *the later passing of the Enabling Act give Hitler full power to rule for four years; the fear created by the Reichstag Fire was thus indirectly responsible for the Nazis gaining control of the army and the legal system and in creating a police state;*

- *in order to fully analyse and explain the importance of the Reichstag Fire in Hitler's consolidation of power there should be an attempt to consider the Reichstag Fire alongside other factors and their relative importance in the Nazi consolidation of power;*
- *answers could explain the importance of a range of factors such as: the use of Nazi propaganda; the use of terror and intimidation; genuine support for Hitler's policies; the reluctance of other European powers to enforce the terms of the Treaty of Versailles.*

