



GCSE MARKING SCHEME

SUMMER 2025

GCSE

**UNIT 2: STUDY IN DEPTH - HISTORY WITH A
EUROPEAN / WORLD FOCUS**

**2C. GERMANY IN TRANSITION, 1919–1939
3100UG0-1**

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.

UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2C GERMANY IN TRANSITION 1919–39

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	AO2	AO3	AO4
6	4		2	

Question: e.g. **Use Source A and your own knowledge to describe the Nazi consolidation of power between 1933 and 1934.** [6]

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3–4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1–2	Source is analysed through reference to 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.

- *Source shows German soldiers taking an oath of allegiance to Hitler; they are raising their arms, similar to the Nazi salute.*
- *Hitler now has control of the army following the death of Hindenburg.*
- *Hitler went about consolidating his power from the very beginning; van der Lubbe was blamed for the Reichstag fire — many communists and socialists imprisoned before the election; many thought that Goering had something to do with the fire.*
- *The Enabling Act gave Hitler full powers for 4 years – civil liberties were suspended, and censorship brought in.*
- *There was also the removal of opposition – Trade unions, Political parties, Länder were all affected.*
- *Hitler removed the threat of Röhm and the SA in the Night of the Long Knives.*

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.

UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2C GERMANY IN TRANSITION 1919–39

Question 1

Mark allocation	AO1	AO2	AO3	AO4
6	4		2	

Question: **Use Source A and your own knowledge to describe the Nazi consolidation of power between 1933 and 1934.** **[6]**

Band descriptors and mark allocations

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3–4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1–2	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:

- *Source shows German soldiers taking an oath of allegiance to Hitler; they are raising their arms, similar to the Nazi salute.*
- *Hitler now has control of the army following the death of Hindenburg.*
- *Hitler went about consolidating his power from the very beginning; van der Lubbe was blamed for the Reichstag fire — many communists and socialists imprisoned before the election; many thought that Goering had something to do with the fire.*
- *the Enabling Act gave Hitler full powers for 4 years – civil liberties were suspended, and censorship brought in.*
- *there was also the removal of opposition – Trade unions, Political parties, Länder were all affected.*
- *Hitler removed the threat of Röhm and the SA in the Night of the Long Knives.*

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
8	8			

Question: **Describe the growth of the Nazi party between 1929 and 1933.** [8]

Band descriptors and mark allocations

	AO1 8 marks	
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	6–8
BAND 2	Demonstrates knowledge to partially describe the issue.	3–5
BAND 1	Demonstrates limited knowledge to describe the issue.	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:

- *There were several factors which led to the growth of the Nazi party between 1929 and 1933.*
- *The depression made people desperate for a strong voice; Hitler and the Nazis used of propaganda posters and radio messages to convince people to vote for them; people voted for the Nazis out of desperation.*
- *The system of proportional representation allowed the growth of extreme parties.*
- *Industrialists were scared of communists and trade unions; they feared a communist revolution which would affect them directly; they thought that they could use Nazis to control them.*
- *The Nazis had a lot of electoral appeal; Hitler appeared as the saviour when public speaking; he promised to restore Germany to her former glory.*
- *There was also political scheming – von Papen could not form a government himself; he wanted to oust von Schleicher by offering the Chancellorship to Hitler, thinking that he could be controlled once in government.*
- *Candidates may be rewarded for describing key events of 1933—such as the Reichstag Fire, the Enabling Act, and other steps toward consolidation—if their descriptions emphasise how these events contributed to the growth of the Nazi Party.*

Question 3

Mark allocation:	AO1	AO2	AO3	AO4
8	4		4	

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

Band descriptors and mark allocations

	AO1 4 marks		AO3 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:

- Source C is a propaganda poster produced by the Nazi Party showing a typical Aryan boy being watched over by Hitler.
- its main purpose is to get young Germans to support Hitler.
- It reflects the type of propaganda used by the Nazis in their attempt to control Germany, and their belief that young people could be easily persuaded.
- Propaganda posters were widely used as a propaganda tool; in March 1933, Goebbels set up the Ministry for Popular Enlightenment and Propaganda; he especially targeted the young, and contained simple and direct messages; this was also used to control the German population into supporting Hitler; cinema, radio, newspapers, rallies etc were all used.
- This poster was aimed at getting young boys to join the Hitler Youth and serve Hitler.
- It would have been seen across the country in newspapers and on the streets, playing on the emotions of especially young Germans and their families.
- The purpose was therefore to change the minds of the German public and get them to support Hitler fully.

Question 4

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
12	6		6	

Question: Which of the sources is more useful to an historian studying Hitler's foreign policy? [12]

Band descriptors and mark allocations

	AO1 6 marks		AO3 6 marks	
BAND 3	Demonstrates detailed understanding of the key feature in the question.	5–6	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.	5–6
BAND 2	Demonstrates some understanding of the key feature in the question.	3–4	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.	3–4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1–2	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 Hitler's foreign policy.*
- *Source C explains what Hitler's ambitions were in his foreign policy; he wanted to move the focus from the south and west towards the east and the Soviet Union; he states that Germany would only need the support of England to achieve this.*
- *Written by Hitler himself whilst in prison in 1924, it gives an insight into his thoughts on foreign policy despite not coming to power for another 9 years; it was written to spread his ideas, which were readily available after 1933.*
- *These show some of Hitler's earliest foreign policy aims; he also made it clear that he wanted to reverse the Versailles Treaty, calling to end the Treaty immediately; he also believed in Lebensraum, in which he wanted to create a German empire to the east; he was also focussed on destroying communism.*
- *Source D is also useful; it shows that Hitler made a pact with Stalin in 1939; the cartoon shows a sham wedding between Hitler and Stalin, with the author stating ironically that the marriage won't last.*
- *This marriage came after the Czech crisis of March 1939, where Britain and France guaranteed Poland; Hitler didn't want to fight a war on two fronts and therefore, agreed to the Nazi-Soviet Pact in August 1939; this allowed Hitler to attack Poland in September giving him the security of no war in the east with the Soviet Union should Britain and France keep the guarantee; this is useful as it goes against his beliefs in Mein Kampf.*
- *Produced by an American cartoonist in October 1939, he is clearly poking fun at Hitler; this makes the source biased, but still useful to an historian to understand the attitudes towards Hitler's foreign policy.*
- *Neither source is necessarily 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 Hitler's foreign policy.*

Question 5

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4	SPaG
19	4	12			3

Question: **To what extent was political instability responsible for the problems facing the Weimar Republic 1919–1923?** [16+3]

Band descriptors and mark allocations

	AO1 4 marks		AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10–12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7–9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4–6
BAND 1	Demonstrates basic knowledge and understanding of the key features in the question.	1	Offers a generalised response with little analysis of impact.	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:

- *Answers will provide a reasoned analysis of the issue covering a range of factors to help explain what was responsible for the problems facing the Weimar Republic 1919-1923.*
- *Born from weakness the Weimar government was unpopular from the start; it was seen as responsible for Germany's surrender in November 1918 – not helped by the 'stab in the back' myth.*
- *Political instability also stemmed from a weak constitution; proportional representation made for weak coalition governments which lasted less than a year on average; Article 48 gave too much power to the President – akin to an autocrat.*
- *Communists, socialists, and nationalists all fought to gain control; the Spartacist rising in 1919, and Kapp Putsch in 1920 were political threats that needed dealing with, along with several political murders – Erzberger in 1921 and Rathenau in 1922; the Munich Putsch was the final threat in November 1923.*
- *There were several economic problems too.*
- *There were severe food shortages following the armistice; the allies continued to blockade Germany until the Versailles Treaty.*
- *The Treaty also took land from Germany and forced them into paying reparations.*
- *The Ruhr occupation also caused economic problems – the government printed money to allow Germans to protest against the occupation, but led to hyperinflation.*
- *Candidates may conclude that either political instability was the reason for the problems facing the Weimar Republic 1919-1923, or that other factors were more significant, but a valid conclusion should be reached.*

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

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- 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	• 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	• 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	• 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	• 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