



GCSE MARKING SCHEME

SUMMER 2022

GCSE

HISTORY

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

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

INTRODUCTION

This marking scheme was used by WJEC for the 2022 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 2022

UNIT 2: STUDY IN DEPTH - HISTORY WITH A EUROPEAN / WORLD FOCUS 2C. GERMANY IN TRANSITION, 1919-39

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 German re-occupation of the Rhineland. [6]

Band descriptors and mark allocations

This is the question and its mark tariff.

	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.

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 German Cavalry / Army riding into the Rhineland;
- people are pleased to see the German soldiers as the women are handing out flowers;
- flags are hanging out of the buildings showing the support for the re-occupation;
- Hitler wanted to reverse the Treaty of Versailles and unite all German speaking people. Re-occupying the Rhineland was a key aim of Hitler's foreign policy;
- the Rhineland had been demilitarized after the Treaty of Versailles;
- under the terms, the Allies were to occupy the Rhineland for 15 years, or longer if necessary;
- allied troops had already been withdrawn from the Rhineland in 1935;
- on 7 March, Hitler denounced the Locarno Pact and re-occupied the Rhineland;
- Hitler gambled that neither Britain nor France would do anything;
- Hitler had actually committed his entire army to the re-occupation and had given his commanders orders to retreat over the Rhine if Britain nor France opposed his actions;
- this action convinced Hitler that Britain and France were weak and emboldened him further in his foreign policy aims.

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

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

2C. GERMANY IN TRANSITION, 1919-1939

Question 1

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
6	4		2	

Question: **Use Source A and your own knowledge to describe the German re-occupation of the Rhineland. [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:

- *the source shows German Cavalry / Army riding into the Rhineland;*
- *people are pleased to see the German soldiers as the women are handing out flowers;*
- *flags are hanging out of the buildings showing the support for the re-occupation;*
- *Hitler wanted to reverse the Treaty of Versailles and unite all German speaking people. Re-occupying the Rhineland was a key aim of Hitler's foreign policy;*
- *the Rhineland had been demilitarized after the Treaty of Versailles;*
- *under the terms, the Allies were to occupy the Rhineland for 15 years, or longer if necessary;*
- *allied troops had already been withdrawn from the Rhineland in 1935;*
- *on 7 March, Hitler denounced the Locarno Pact and re-occupied the Rhineland;*
- *Hitler gambled that neither Britain nor France would do anything;*
- *Hitler had actually committed his entire army to the re-occupation and had given his commanders orders to retreat over the Rhine if Britain or France opposed his actions;*
- *this action convinced Hitler that Britain and France were weak and emboldened him further in his foreign policy aims.*

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
8	8			

Question: **Describe how the Enabling Act helped the Nazis to consolidate power.** [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:

- *Hitler lacked an overall majority in the Reichstag and so could be outvoted. At the election in March 1933 the Nazi Party only won 288 seats;*
- *Hitler formed a coalition with the National Party, ensuring a majority in the Reichstag. Even though he now had a majority Hitler needed two thirds of the seats in the Reichstag in order to be able to change the German constitution;*
- *as a result Hitler and the Nazis would not be able to pass the laws he wanted in order to create the Nazi State and the dictatorship;*
- *the Act was passed on 23 March 1933;*
- *it is regarded as the foundation stone of the Third Reich and allowed Hitler to secure closer control of Germany;*
- *it would give him the power to bypass the Reichstag;*
- *this quickly resulted in the suspension of civil liberties, the imposition of censorship and control of the press;*
- *trade unions were abolished and all political parties (apart from the Nazi Party) were banned;*
- *Hitler was able to secure control of the State governments;*
- *the Enabling Act gave Hitler the opportunity to create a dictatorship.*

Question 3

<i>Mark allocation:</i>	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:

- *the source is a cartoon from a Nationalist German newspaper;*
- *it is clearly a piece of propaganda trying to blame the defeat of Germany in the First World War on Jews. It shows a stereotypical Jewish character armed with a knife, plunging the knife into the back of a German soldier;*
- *this is typical of the type of anti-semitic propaganda in Germany after their defeat during the war. It tries to demonise Jews;*
- *the source aims to blame Jews for Germany's defeat in the war;*
- *the source references the widely believed idea in 1919, that the German Army did not lose World War I on the battlefield but was instead betrayed by the civilians on the home front, especially the republicans who overthrew the monarchy in the German Revolution of 1918–19;*
- *the army had been 'Stabbed in the back' (Dolchstoß) by the politicians who had signed the Armistice;*
- *Nationalists denounced the German government leaders who signed the Armistice on November 11, 1918, as the "November Criminals". Jews, Communists and Socialists were branded as "November Criminals";*
- *the source clearly aims to persuade Germans that Jews were responsible for the situation Germany now found itself in;*
- *the source is clearly designed to undermine the Weimar Republic.*

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 the achievements of Stresemann?** **[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	BAND 3	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	BAND 2	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	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 varied usefulness to an historian studying the achievements of Stresemann;*
- *Source C is an election poster from 1924 and as such will be relatively biased. It tries to convince Germans that the country is on the way up after the troubles of 1918. We see a cart being pulled from the swamp towards the light of a new year. As it is an election poster it will be putting a positive spin on the events of 1924;*

- *Source D is an article about the death of Stresemann. As it is from a British newspaper it will be relatively unbiased and gives an objective view of the career of Stresemann. It describes the achievements of Stresemann, noting that Germany had lost her most able statesman;*
- *under Stresemann's guidance, the government called off the strike in the Ruhr, persuaded the French to leave the Ruhr; signed the Locarno Pact; Germany joined the League of Nations in 1926, for which Stresemann won the Nobel Peace Prize;*
- *Stresemann also introduced reforms to help ordinary people such as job centres, unemployment pay and better housing;*
- *after the Hyperinflation in 1923, Stresemann helped to reform the German Reichsbank and the old money was called in and burned. This ended the hyperinflation;*
- *Charles Dawes also arranged the Dawes Plan with Stresemann, which gave Germany longer to pay reparations. This kick-started the German economy;*
- *in 1928 Germany finally reached the same levels of production as before the war and regained its status as the world's second greatest industrial power. Wages for industrial workers rose and for many Germans there was a higher standard of living The Government was able to increase welfare benefits and wages for state employees;*
- *both sources give useful information, if slightly limited, in order to fully understand the achievements of Stresemann;*
- *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 the achievements of Stresemann.*

Question 5

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

Question: **To what extent did the Nazis improve life for all people in Germany between 1933 and 1939? [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:

- *much depended upon ethnic background and personal circumstances; Aryans generally did well;*
- *many Germans now had a regular job and a steady income; the hardship of the Depression years had been replaced with a more affluent society;*
- *many Germans did benefit from Nazi rule; unemployment fell in a short space of time and millions of Germans found jobs in public works, the RAD;*
- *the DAF controlled conditions for workers and loyal party members and workers were rewarded with benefits through the Kdf and rewarded with cheap holidays, cruises, the Volkswagen car;*
- *however, not all Germans benefited from Nazi rule especially the Jews; the SA organised a boycott of Jewish shops in 1933; after the Nuremberg Laws of 1935 Jews lost their German citizenship; Kristallnacht (1938) led to the death of many Jews; other groups were also targeted such as coloured people, gypsies, homosexuals, Jehovah witnesses, mentally ill and physically disabled were targeted as impure;*
- *many women resented having to give up their jobs and become housewives;*
- *workers lost any representation and the working day increased. There was great loss of personal freedom and fear of the SS and Gestapo.*

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	<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