

MARK SCHEME
UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS
2C. GERMANY IN TRANSITION, 1919-1939

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(b)	AO2	AO3	AO4
	4		2	

Question: e.g. **Use Source A and your own knowledge to describe the role of the SA.** [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

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 an example of how the Nazi paramilitary wing were utilised; thousands attended parades and party rallies; the brown shirts were led by Ernst Rohm and were a huge organisation; they took part in marches and displays across Germany; intimidated opponents such as Communists and Socialists; disrupted meetings of opposing parties; the source clearly demonstrates how the SA were a visible part of the power of the Nazi party on public display, in this case in Berlin during a period of considerable political and social instability for the Weimar Republic..

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: HISTORY WITH A EUROPEAN / WORLD FOCUS

2C. GERMANY IN TRANSITION, 1919-1939

Question 1

Mark allocation:	AO1	AO2	AO3	AO4
6	4		2	

Question: **Use Source A and your own knowledge to describe the role of the SA.** **[6]**

	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 an example of how the Nazi paramilitary wing were utilised; thousands attended parades and party rallies ; the brown shirts were led by Ernst Rohm and were a huge organisation; they took part in marches and displays across Germany; intimidated opponents such as Communists and Socialists; disrupted meetings of opposing parties; the source clearly demonstrates how the SA were a visible part of the power of the Nazi party on public display, in this case in Berlin during a period of considerable political and social instability for the Weimar Republic.

Question 2

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
8	8			

Question: **Describe what happened during the Night of the Long Knives.** [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:

The Night of the Long Knives happened in June 1934; it was Hitler's purging of his political and military rivals, mostly in the SA; the main target was Ernst Rohm, head of the SA; Rohm and the main leaders of the SA were shot by members of the SS; Hitler also used the opportunity to silence other critics and rivals such as von Schleicher and Gregor Strasser; about 400 people were murdered in total.

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:

The source is an example of a Nazi propaganda poster from the mid - 1930s; its main purpose is to encourage the German people into supporting Nazi economic policies; the poster depicts an Aryan man labouring on the construction of a wall, a metaphor for the reconstruction of Germany under the Nazis; the pastoral background is typical of how the Nazis mixed tradition with modernity; this poster was produced during the development of the Nazi policy of autarky and was designed to create a sense of togetherness in the German nation; the poster has racial undertones and is a somewhat idealised depiction of not only the Aryan race, but of the atavistic nature of Nazism; the source was published during a period of Nazification; it focuses on the role of Hitler as the driving force behind the rebuilding of Germany.

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
12	6		6	

Question: **Which of the sources is more useful to an historian studying the economy of the Weimar Republic? [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 economy of Weimar. Source C is useful because it shows how Germany was struggling in 1927; three million were unemployed and the irresponsible government policies would lead to complete collapse; however, the usefulness of this source is debatable as Goebbels is clearly biased because of Nazi opposition to Weimar; the title of the pamphlet suggests propaganda purposes; candidates may note the date and argue that the Nazis were struggling to make an impact at this time and that the claims may be exaggerated; Source D is also of some use saying that the economic position had improved but was really only flourishing on the surface; Germany was reliant upon loans which if called in would lead to collapse; Stresemann's official capacity suggests reliability; he displays a more profound understanding of the German economy, despite the apparent success of the later Weimar years; a strength of the source is that he was speaking to the League of Nations and it also shows the illusory nature of the recovery of the economy under Weimar; neither source is 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 economy under the Weimar Republic.

Question 5

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

Question: **Did the lives of all Germans improve in Nazi Germany in the 1930s?** **[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 broad range of factors; to a certain extent it can be argued that in many ways the lives of Germans did improve under the Nazis between 1933 and 1939; this argument can be developed by reference to several factors: the improvement in the economy and the fall in unemployment brought benefits to many; standards of living improved overall for most Germans; Germany had stable government after years of political weakness; the position of the country in the world and the reversal of Versailles brought pride to many; workers were offered incentives to serve the state, such as via the KdF movement; many young people became involved in the Hitler Youth and enjoyed the activities and comradeship it offered; however, in many ways this is a very simplistic assessment which ignores many of the more negative aspects of life in Germany under the Nazis between 1933 and 1939; the lives of many Germans deteriorated; the position of women worsened under the principle of the 3Ks; membership of the Hitler Youth became compulsory; education was Nazified and free thought stifled; the media and culture was strictly controlled and people were subject to daily propaganda; workers were controlled through the DAF; the lives of Jews deteriorated significantly and the lives of other groups the Nazis were opposed to also worsened; candidates may conclude that the view presented in the question is only partially correct.

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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