

UNIT 4**DEPTH STUDY 8****GERMANY: DEMOCRACY AND DICTATORSHIP c.1918-1945****PART 2: NAZI GERMANY c.1933-1945****MARK SCHEME****QUESTION 1****Marking guidance for examiners****Summary of assessment objectives for Question 1**

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 2.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying Nazi racial policy.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and might consider the value of the sources to an historian studying Nazi racial policy. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A is from a pamphlet produced by the Socialist Democratic Party in Germany. The pamphlet shows that the first major anti-Jewish law which encouraged a national boycott of Jewish shops and businesses was only partially successful. Early reactions of non-Jews to boycotts indicate here that there was some limited resistance to the Nazi regime. The pamphlet shows that people still dealt with Jews when they wanted to. The tone of the source is typically anti- Nazi because the Socialist Party although not officially banned in April 1933 had been effectively suppressed. The source remains valuable evidence to an historian studying the reaction of Germans to anti-Jewish measures in the early years of the Nazi regime. It reveals the gradual persecution of minorities which the Nazis believed would be more likely to obtain the support of the public. The tone is designed to undermine the effectiveness of the Nazi regime in Germany from political opponents who were probably aware that the end of party politics in Germany was only a short step away.
- Source B is from a British newspaper report. The report is a subjective account of the significance of the Nuremberg Laws of September 1935, from information passed onto the newspaper from *the Times* correspondent inside Germany. The report is a descriptive account of the effects of the Laws on Jews. They are deprived of their citizenship but can live independent lives as Jews. It maintains that as long as the Jews confine themselves to their own cultural and national life they will be protected by the regime. This is probably a government statement which was fed to the foreign press as part of the propaganda regime and should be treated with caution by an historian studying racial policy. The report does question how the Jews will be able to function economically from the rest of the community. For this reason it is likely to be quite reliable to an historian studying racial policy because it shows a gradual hardening of Nazi attitudes towards Jews from the position shown in Source A. It also hints at the lack of co-operation shown by the German people in general.

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- Source C is from a public sermon from Bishop Galen against the Nazi euthanasia programme in 1941. It shows the progression towards more extreme elements of Nazi racial policy which now incorporated mentally ill patients within the bounds of racial theory. The mentally ill were deemed unproductive workers and as such were seen as a burden of the Nazi society. The source shows that 'unproductive' could be a label applied to anyone within Nazi Germany who did not fit the racial mould. Galen, in Source C, gives voice to the Catholic Church's opposition to euthanasia and is useful to an historian studying the racial policy of the Nazis because it shows, as in Source A, that not all Germans were swept away by racial persecution. The fact that this is in a public sermon reveals the courage which some people showed in response to Nazi extremism and is an example of notable denunciation from the pulpit.

Overall, candidates will assess the value of the sources to an historian studying Nazi racial policy and they are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

Focus: *Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within its historical context*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate sustained and accurate analysis and evaluation of source material with insight and discrimination</i> <i>provide sustained focus on dealing with the sources in the context of the specific enquiry</i> <i>offer a sustained judgment regarding the appropriateness of all the sources for the specific enquiry</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate a clear and accurate focus in the analysis and evaluation of source material with insight and discrimination</i> <i>place the sources in the context of the specific enquiry</i> <i>offer a clear judgment regarding the appropriateness of the sources for the specific enquiry</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate valid analysis and evaluation of source material with some insight and discrimination</i> <i>attempt to place the sources in the context of the enquiry;</i> <i>offer a judgment on the appropriateness of the sources for the enquiry which will be largely general in tone</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate some appropriate comments regarding the analysis and evaluation of source material</i> <i>make a limited attempt to place the sources in the context of the enquiry</i> <i>offer a judgment on appropriateness of the sources, often through mentioning omissions</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>comprehend and extract from source material with limited analysis</i> <i>offer a limited and brief judgment making tentative links to the historical context</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>comprehend and extract from some of the given sources</i> <i>make some reference to the historical context</i>
Award 0 for incorrect or irrelevant answers		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

QUESTIONS 2 AND 3

Marking guidance for examiners

Summary of assessment objectives for Question 2 and 3

Both questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to the question chosen is 30.

The structure of the mark scheme

The mark scheme for Questions 2 and 3 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

'The Nazi regime faced no serious threat from within Germany between 1933 and 1945.' Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case that the Nazi regime faced no serious threat from within Germany between 1933 and 1945. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which the Nazi regime faced no serious threat from within Germany between 1933 and 1945. In order to reach a substantiated judgement about this issue, candidates may argue that the Nazi regime faced no serious threat from within Germany between 1933 and 1945. The response might consider supporting the proposition by considering:

- the response of the Nazi regime to the threats from within; the terror state and denunciations silenced many who may have spoken out
- many German genuinely supported the Nazi regime: this meant that there was little chance of a serious threat being organized against the Nazis
- any potential opposition was disunited and lacked effective leadership meant that a co-ordinated challenge never materialised
- political opposition had been removed by 1934; the advent of war made opposition more difficult
- the regime was only removed by a vast coalition of enemy powers: domestic opposition was never powerful enough

Candidates might consider challenging the proposition in the question by arguing that in some respects the Nazi regime did face serious threats between 1933 and 1945. The response might consider:

- the extent to which the opposition groups posed serious threats; the army had the potential to remove Hitler; plots and assassination attempts posed a serious threat
- opposition on the right and left of society showed the polarization of opposition
- the existence of other potential different opposition groups; political; religious and youth
- general nonconformity and resistance as a threat to the stability of the Nazi regime
- the role of individuals: their aims and objectives; the extent of the threat they posed.
- the fact that terror increased shows that opposition must have posed some sort of threat.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Nazi regime faced no serious threat from within Germany between 1933 and 1945.

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

To what extent did the Nazis solve Germany's economic problems between 1933 and 1945?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the Nazis solved Germany's economic problems. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which the Nazis solved Germany's economic problems between 1933 and 1945. In order to reach a substantiated judgement about this issue, candidates may argue that Nazis did tackle Germany's economic problems effectively. The response might consider supporting the proposition by considering:

- the extent to which Nazi economic policy achieved its aims
- the nature and extent of Nazi economic policy; recovery and rearmament and war
- the diverse nature of the economic problems and their relationship to military expansion
- the role of individuals and the relative success of their policies: Schacht, Goering and Speer
- state intervention in the economy to end unemployment; autarky and rearmament; centralisation and planning
- full economy was established during the war

Candidates might consider challenging the proposition in the question by arguing that in some respect the Nazis failed to tackle Germany's economic problems effectively between 1933 and 1945. The response might consider:

- the limitations of the New Plan and the Four Year Plans
- growing tensions between the demand for guns not butter
- industrialists benefited more from economic policy, not the workers of middle classes; businesses remained largely privately owned
- although the economy recovered from the Depression its overall rate of growth was modest
- during the first two years of the war Germany failed to produce weapons in sufficient quantity
- allied bombing ensured that Germany could not reach maximum capacity

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Nazis solved Germany's economic problems between 1933 and 1945.

ASSESSMENT GRID FOR QUESTIONS 2 AND 3

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>have a specific focus on discussing the key concept in the question set</i> <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> <i>include specific supporting arguments leading to a substantiated, sustained and integrated judgment</i> <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise generally accurate and relevant historical knowledge</i> <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>

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3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some accurate and relevant historical knowledge</i> • <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> • <i>offer some comments about the relationships between the key issues and features of the historical period</i> • <i>attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>have a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

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ASSESSMENT GRID FOR UNIT 4

Candidates answer the compulsory question 1 and either question 2 or 3.

Question	AO1	AO2	AO3
1		30	
2 or 3	30		
Total	60 marks	20% weighting of total mark for qualification	