



GCSE MARKING SCHEME

SUMMER 2024

HISTORY

COMPONENT 1: NON-BRITISH STUDY IN DEPTH

1G. GERMANY IN TRANSITION, 1919–1939

C100UG0-1

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.

COMPONENT 1: NON-BRITISH STUDY IN DEPTH

1G: GERMANY IN TRANSITION, 1919–1939

SUMMER 2024 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(b)	AO2	AO3 (a)	AO4
5	3		2	

Question: e.g. **Use Source A and your own knowledge to describe the Munich Putsch, 1923.** [5]

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1(b) 3 marks		AO3(a) 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2-3	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1	Source is analysed through description of its content only.	1

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.

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 events in Munich on November 9, 1923; it shows Nazi storm troopers arriving in Munich;*
- *the source shows that the storm troopers were a military organisation; it shows that this was a significant event as there is a large crowd assembled;*
- *the source therefore suggests that this was a planned operation;*
- *the Munich Putsch was an attempt by Hitler to capitalise upon the discontent caused by hyperinflation and the French occupation of the Ruhr, in order to install a right-wing, nationalist government in Germany;*
- *Hitler planned, with the aid of General Ludendorff, to proclaim a nationwide revolt and bring down the government in Berlin;*
- *on November 8, Nazi storm troopers surrounded the Munich beer hall where a political meeting was being held by the State Commissioner Gustav von Kahr;*
- *however, after initially pledging support to Hitler, the Bavarian government leaders fled; Nazi attempts to take over army barracks failed and the putsch started to collapse;*
- *German Army reinforcements entered Munich to put down the putsch; on the morning of November 9, a column of about three thousand Nazis encountered a police blockade; after an armed engagement, sixteen Nazis and three policemen were killed; Hitler fled the scene in the aftermath, was put on trial for treason and imprisoned at Landsberg Prison.*

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.

Question 1

Mark allocation:	AO1 (b)	AO2	AO3 (a)	AO4
5	3		2	

Question: **Use Source A and your own knowledge to describe the Munich Putsch, 1923.** [5]

Band descriptors and mark allocations

	AO1(b) 3 marks		AO3(a) 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2-3	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1	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 events in Munich on November 9, 1923; it shows Nazi storm troopers arriving in Munich;
- the source shows that the storm troopers were a military organisation; it shows that this was a significant event as there is a large crowd assembled;
- the source therefore suggests that this was a planned operation;
- the Munich Putsch was an attempt by Hitler to capitalise upon the discontent caused by hyperinflation and the French occupation of the Ruhr, in order to install a right-wing, nationalist government in Germany;
- Hitler planned, with the aid of General Ludendorff, to proclaim a nationwide revolt and bring down the government in Berlin;
- on November 8, Nazi storm troopers surrounded the Munich beer hall where a political meeting was being held by the State Commissioner Gustav von Kahr;
- however, after initially pledging support to Hitler, the Bavarian government leaders fled; Nazi attempts to take over army barracks failed and the putsch started to collapse;
- German Army reinforcements entered Munich to put down the putsch; on the morning of November 9, a column of about three thousand Nazis encountered a police blockade; after an armed engagement, sixteen Nazis and three policemen were killed; Hitler fled the scene in the aftermath, was put on trial for treason and imprisoned at Landsberg Prison.

Question 2

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

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

Band descriptors and mark allocations

	AO1(b) 4 marks		AO3 (a+b) 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 poster produced by the Nazi Party in 1936 that reads 'All of Germany hears the Fuhrer with the People's Receiver';
- the purpose of the source is to advertise the use of the Volksempfänger, or People's Receiver;
- the source shows thousands of Germans surrounding the radio; the image is meant to portray the scale of the reach the radio had;
- its purpose is to direct Germans to listen to the Fuhrer on a radio that was designed to be cheap and accessible to the masses;
- it implies unity amongst the German in listening to a common message; the design of the poster is simple and the message is straightforward;
- Goebbels viewed the use of the radio as being vital to spread the core messages of Nazism; what was broadcast was strictly controlled and Hitler and Goebbels regularly made broadcasts;
- the band width was narrow so Germans had difficulty in picking up foreign stations, reflecting the degree of control exerted;
- its purpose is therefore multi-layered; it advertises the radio to the German general public and is a form of propaganda promoting the Fuhrer.

Question 3

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4 (a-d)</i>
10	4			6

Question: **Do the interpretations support the view that the actions of Hitler were main reason he became Chancellor?** [10]

Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a–d) 6 marks	
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context.	5-6
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates the differences between the interpretations showing some awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to reach a supported judgement on the set question within the appropriate historical context.	3-4
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Analyses and evaluates the different interpretations, making appropriate reference to the content and authorship of the extracts but little awareness of the wider historical debate. A judgement on the question is reached, set within the appropriate historical context.	2
BAND 1	Generalised answer displaying limited understanding of the key feature in the question.	1	Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.	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:

- *Interpretation 1 does not support the view that the actions of Hitler were the main reason he became Chancellor;*
- *the extract states that Hitler's actions were of secondary importance in bringing him to power; it states that all he effectively did was hold out for the job of Chancellor and refuse to compromise;*
- *it asserts that it was the actions of others in the political scheming of the time, that resulted in him becoming Chancellor;*
- *research would have been undertaken by the author, who is a leading authority on Hitler; the fact that he is a specialist suggests a predilection to take an holistic approach; the fact the publication is an academic text suggests it is intended for a particular audience;*
- *Interpretation 2 does support the view that the actions of Hitler were the main reason he became Chancellor;*
- *the interpretation states that Hitler had failed many times in his 13-year quest for power;*
- *it asserts that he overcame all the challenges in his way and that his actions enabled him to become Chancellor;*
- *the interpretation however, is from a popular magazine and is written by a journalist who was presumably a non-specialist in the area;*
- *this suggests that the interpretation may be focused towards a more generalised approach, given the prospective audience for the article;*
- *answers should be able to reach a judgement about the degree of support for the view that the actions of Hitler were the main reason he became Chancellor, based on the context and authorship of the provided interpretations and an understanding of the wider historical debate over the issue.*

Question 4

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3 (a+b)</i>	<i>AO4</i>
11	3		8	

Question: **Which of the sources is more useful to an historian studying the Nazi–Soviet Pact?** [11]

Band descriptors and mark allocations

	AO1(b) 3 marks			AO3 (a+b) 8 marks	
			BAND 4	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.	7-8
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	BAND 3	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.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	2	BAND 2	Answer begins to analyse and evaluate the usefulness of the source material. Limited analysis of the content and authorship is undertaken, resulting in an unsubstantiated judgement.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1	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 varying usefulness to an historian studying the Nazi-Soviet Pact of 1939;*
- *Source C is useful as it is an extract from an article focused on Soviet-German relations, published in the official Soviet government newspaper; it is useful as this shows it is an official view of the talks that were taking place;*
- *the source is useful as it states that following the Soviet-German trade agreement there was a need to improve relations between the nations; it shows how preparations were being made for a non-aggression pact to remove the threat of war;*
- *the usefulness of the source may be affected by the fact that it is meant to reflect a particular view to the audience and prepare the ground for an agreement;*
- *Source D is useful to an historian as it is from an influential American magazine, therefore providing an outside perspective on the Nazi-Soviet Pact;*
- *the source is useful as it reflects the incredulity felt in the West that such an agreement could have taken place;*
- *it suggests that the alliance was a nightmare for the European democracies;*
- *however, the usefulness of the source may be affected by the fact that the article may be influenced by its prospective audience;*
- *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 Nazi-Soviet Pact.*

Question 5

Mark allocation:	AO1 (b)	AO2	AO3	AO4(a-d)	SPaG
19	4			12	3

Question: 'With the coming of National Socialism, the progress in women's rights was reversed – the humiliation of women became a way of life.'
To what extent do you agree with this interpretation? [16+3]

Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship. Some understanding of the wider historical debate over the issue is displayed.	7-9
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference to authorship.	4-6
BAND 1	Demonstrates basic understanding of the key features in the question.	1	Makes limited comments about the interpretation with little analysis and evaluation. Little or no judgement reached.	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:

- *to an extent the interpretation is accurate; it can be argued that women's rights deteriorated under National Socialism;*
- *the interpretation can be supported by reference to several factors: the Nazis had a very traditional view towards women that could be summed up in the 3 Ks – kinder, kuche, kirche or children, kitchen, church; under the Nazis, women were gradually excluded from the profession and forced back into the home;*
- *the interpretation is also supported by the focus the Nazis placed upon motherhood; marriage was encouraged through the Law for the Encouragement of Marriage; the Motherhood Cross was awarded to women who had four or more children; the following of fashions was frowned upon and female members of the Hitler Youth were taught domestic skills in preparation for motherhood;*
- *however, in some ways the interpretation may be rather narrow in focus; its tone suggests a degree of exaggeration;*
- *other historians and commentators may assert that far from being humiliated, Nazi attitudes towards women were respectful and reverential;*
- *candidates may comment upon the fact that the traditional view towards women was common for the time; they may assert that in prioritising the family, the Nazis viewed women as being vital to the future of Germany;*
- *candidates may assert that the focus on marriage and motherhood reflected a positive view towards women and the Motherhood Cross was a reward for ensuring the future of the nation;*
- *candidates may comment upon the fact the predilections of the author and the focus of the article may have influenced the forming of the interpretation; even though it as an academic article, the audience may well be sympathetic to the interpretation put forward;*
- *answers should be able to reach a judgement about the interpretation which could agree, disagree or be more balanced, but there should be awareness of how and why it is possible to develop different interpretations as part of the wider historical debate about the position of women in Nazi Germany.*

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

In applying these performance descriptors:

- 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