GCSE MARKING SCHEME

SUMMER 2024

HISTORY
COMPONENT 2: PERIOD STUDY
2B. THE DEVELOPMENT OF GERMANY, 1919–1991
C100U20-1

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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.

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GCSE HISTORY – COMPONENT 2: PERIOD STUDY

2B. THE DEVELOPMENT OF GERMANY, 1919–1991

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(a)*	*AO2*	*AO3 (a)*	*AO4*
5	**5**			

Question: e.g. **Describe the work of Stresemann in the recovery of Weimar Germany after the crisis of 1923.** **[5]**

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1(a) 5 marks	
BAND 3	**Demonstrates detailed knowledge of the issue set within the appropriate historical context.**	**4–5**
BAND 2	**Demonstrates some knowledge of the issue set.**	**2–3**
BAND 1	**Demonstrates weak, generalised knowledge of the issue set.**	**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.

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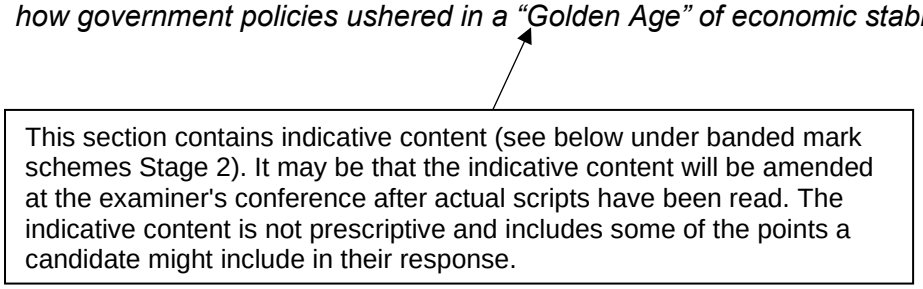
Indicative content

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 handling of hyperinflation by abolishing the old, worthless currency and the introduction of the Rentenmark, which restored confidence*
- *cuts in government spending, increases in taxation and drops in salaries which combined to increase government revenue*
- *how the government addressed the issue of reparations by negotiating the Dawes Plan (1924) with the US which reorganised the reparations bill based on Germany`s ability to make repayments and the Young Plan (1929) which reduced repayments and extended the repayment period*
- *the calling off of passive resistance in the Ruhr leading to the withdrawal of French and Belgian soldiers*
- *the securing of US investment which pumped $3 000 million into the economy in the form of loans to banks and businesses*
- *how government policies led to a fall in unemployment and to the building of new factories on a large scale which utilised new production techniques*
- *diplomatic successes and the resultant increase in foreign trade*
- *how government policies ushered in a "Golden Age" of economic stability.*



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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 the examiner training meeting immediately prior to the commencement of marking, detailed advice from the Principal Examiner on the qualities of each mark band will be given along with examples of pre-marked work. 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, either because it contains nothing of any significance to the mark scheme or no response has been provided, no marks should be awarded.

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Question 1

Mark allocation:	*AO1 (a)*	*AO2*	*AO3*	*AO4*
5	**5**			

Question: **Describe the work of Stresemann in the recovery of Weimar Germany after the crisis of 1923.** **[5]**

Band descriptors and mark allocations

	AO1(a) 5 marks	
BAND 3	**Demonstrates detailed and accurate knowledge of the issue set within the appropriate historical context.**	**4–5**
BAND 2	**Demonstrates some knowledge of the issue set.**	**2–3**
BAND 1	**Demonstrates limited knowledge of the issue set.**	**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 handling of hyperinflation by abolishing the old, worthless currency and the introduction of the Rentenmark, which restored confidence*
- *cuts in government spending, increases in taxation and drops in salaries which combined to increase government revenue*
- *how the government addressed the issue of reparations by negotiating the Dawes Plan (1924) with the US which reorganised the reparations bill based on Germany`s ability to make repayments and the Young Plan (1929) which reduced repayments and extended the repayment period*
- *the calling off of passive resistance in the Ruhr leading to the withdrawal of French and Belgian soldiers*
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- *diplomatic successes and the resultant increase in foreign trade*
- *how government policies ushered in a "Golden Age" of economic stability.*

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Question 2

Mark allocation:	*AO1 (a+b)*	*AO2*	*AO3*	*AO4*
6	**2**	**4**		

Question: **How far was the Nazi Party successful in taking control of Germany between 1933 and 1934? [6]**

Band descriptors and mark allocations

	AO1(a+b) 2 marks		**AO2 4 marks**		
			BAND 3	**Fully analyses the nature and extent of change while arriving at a well-supported judgement on the issue set within the appropriate historical context.**	**3–4**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Begins to analyse the extent of change while arriving at a partial judgement.**	**2**
BAND 1	**Demonstrates some knowledge and understanding of the key features in the question.**	**1**	**BAND 1**	**Provides limited analysis of the extent of change.**	**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:

- *support for the Nazi party; Propaganda, the SA, fear of Communism, Hitler's ability as a speaker, Nazi party promises; all combining to result in huge electoral support for the Nazi party*
- *political deals to make Hitler Chancellor in January 1933*
- *March election and The Reichstag Fire, subsequent taking control of presses throughout the country. Damage to communist support*
- *Enabling Act and end of parliamentary democracy*
- *removal of opposition through the Night of the Long Knives, death of Hindenburg*
- *removal of civil liberties.*

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Question 3

Mark allocation:	*AO1 (a+b)*	*AO2*	*AO3*	*AO4*
9	**3**	**6**		

Question: **A number of factors led to the reunification of Germany in 1990. These factors included:**

- **the collapse of communism in Eastern Europe**
- **the role of Helmut Kohl**
- **the fall of the Berlin Wall.**

Arrange the factors in order of significance in leading to the reunification of Germany in 1990.
Explain your choices. **[9]**

Band descriptors and mark allocations

	AO1(a+b) 3 marks		**AO2 6 marks**	
BAND 3	**Demonstrates detailed knowledge and understanding of the features mentioned.**	**3**	**Fully explains the extent of change in the question. There will be a clear, well-supported justification of the relative extent of change set within the appropriate historical context.**	**5–6**
BAND 2	**Demonstrates some knowledge and understanding of the features mentioned.**	**2**	**Begins to explain the extent of change. There will be some justification of the relative extent of change.**	**3–4**
BAND 1	**Demonstrates limited knowledge and understanding of the features mentioned.**	**1**	**Limited explanation of the extent of change. There will be little attempt to justify the relative extent of change.**	**1–2**

Use 0 for incorrect or irrelevant answers.

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Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Examiners should note that the order of significance suggested by candidates will vary. Marks should be awarded for the quality of justification provided by candidates. Some of the issues to consider are:

- *the collapse of communism in Eastern Europe leading to the opportunity for change, requirement for support of the US and USSR for any unification, cold war as a barrier; Glasnost and perestroika creating political conditions for dialogue especially towards change from communist dictatorship; withdrawal of the Red army from European countries, change in attitude of the USSR from enforcing compliance; "velvet revolution", unrest in Poland, Czechoslovakia, Hungary and East Germany, holiday-makers attempting to escape to the west. Inability of border guards to act, lack of support from the USSR. Germany as an area of tension throughout the cold war, therefore the end of the cold war as an opportunity – removal of the rivalry preventing reunification. Steps towards improved relations between East and West, Ostpolitik; International attitudes towards self-determination, election of democratic governments. Emigration from GDR as an indicator of public opinion.*
- *the role of Helmut Kohl as a political leader and figurehead for reunification; opposition to reunification in various places, Kohl's negotiation of these objections; political movements towards reunification; 10-point plan for reunification; "Chancellor of Unity" term, election victories; Recognition of the different economic realities, West German loans to the East to balance the economies; Two plus Four talks to secure blessing for the reunion, Currency merger.*
- *the fall of the Berlin Wall; symbolism of the collapse of communism and the end of the cold war; demonstrations as an indicator of public opinion against Communist rule, and for reunification; removal of Soviet troops and abandonment of the Brezhnev Doctrine creating the opportunity, lack of action against demonstrators or the public tearing down the wall; creation of East German opposition groups, demonstrations; resignation of Honecker; Wall pulled down.*

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Question 4

Mark allocation:	*AO1 (a+b)*	*AO2*	*AO3*	*AO4*
8	**3**	**5**		

Question: **Explain why living conditions on the German home front changed during the Second World War. [8]**

Band descriptors and mark allocations

	AO1(a+b) 3 marks		**AO2 5 marks**	
BAND 3	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**3**	**Fully explains the issue with clear focus set within the appropriate historical context.**	**4–5**
BAND 2	**Demonstrates some knowledge and understanding of the key features in the question.**	**2**	**Partially explains the issue within the appropriate historical context.**	**2–3**
BAND 1	**Demonstrates limited knowledge and understanding of the key features in the question.**	**1**	**Limited explanation of the issue.**	**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:

- *Initial successes with early victories; lack of bombing or heavy losses; theft of resources leading to a reasonable standard of living, rationing, food, clothes started early Propaganda and censorship to prepare the public and raise morale*
- *Changes as the war developed, especially from 1942 onwards; allied bombing campaigns creating much hardship; "Thousand bomber raids"; carpet bombing; casualties, damage to homes, infrastructure and supplies. Damage to morale maintained through continued propaganda*
- *Total War; reduction in working conditions present before the war, increased hours and changes to time of day, women in the workforce; Speer and slave labour*
- *Military reverses; military and civilian casualty rates, "the Eastern front",*
- *Increasing opposition; Edelweiss pirates, White Rose, military and church opposition to Conduct of the war*
- *Developing rationing and shortages; destroyed cities; millions made homeless; refugees*
- *Escalation of conditions for Jews.*

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Question 5

Mark allocation:	*AO1 (a+b)*	*AO2*	*AO3*	*AO4*
12	**4**	**8**		

Question**:** **How important was Kristallnacht in the developing persecution of Jews in Germany between 1933 and 1939? [12]**

Band descriptors and mark allocations

	AO1(a+b) 4 marks		**AO2 8 marks**	
BAND 4	**Demonstrates accurate and detailed knowledge and understanding of the key features in the question.**	**4**	**Fully analyses and evaluates the importance of the key issue against other factors. There will be a reasoned and well supported judgement set within the appropriate historical context.**	**7–8**
BAND 3	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**3**	**Analyses and evaluates the key issue against other factors. There will be a clear attempt to arrive at a judgement with support.**	**5–6**
BAND 2	**Demonstrates some knowledge and understanding of the key features in the question.**	**2**	**Begins to analyse and evaluate the key issue against other factors. An unsupported judgement of the issue is provided.**	**3–4**
BAND 1	**Demonstrates limited knowledge and understanding of the key features in the question.**	**1**	**Limited attempt to analyse and evaluate the key issue against other factors.**	**1–2**

Use 0 for incorrect or irrelevant answers.

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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 persecution of the Jews from 1933; Boycott of shops and banning from public places; removal from professions; intimidation*
- *the role of the Nuremburg Laws in removing German citizenship from Jews, and the law for marriage banning relations between Jews and non-Jews. Anti-Semitism enshrined in law, removal of civil rights in an attempt to isolate Jews*
- *the relaxing of persecution for the 1936 Olympics*
- *the continued escalation of actions against the Jews; increasing persecution throughout the 1930s; the outbreak of violence as a turning point*
- *the actions of Herschel Grynszpan in Paris; seized on by Hitter and Goebbels as an excuse for "spontaneous" risings of Germans; speeches and propaganda to encourage violence*
- *9 November 1938 – Kristallnacht: from persecution to outright violence; death toll of hundreds; damage to property, synagogues, schools; 7 500 shops destroyed. 191 Synagogues burned; humiliation; Jewish community fined 1 billion marks for the death of the German diplomat in the Paris embassy. 30 000 Jews arrested*
- *follow up laws, which banned Jews from public spaces like cinemas and swimming pools; The state claimed personal property of the Jews; many dismissed from jobs.*
- *after the event, more than 115 000 Jews left Germany*
- *the importance of the event seen in the escalation to outright violence; evidence of the success of dehumanisation; precursor to excesses seen during the war.*
- *the fierce reaction to Kristallnacht from foreign countries*
- *escalation in 1939 with the outbreak of war, Ghettos; Einsatzgruppen; work and death camps, the Final Solution.*

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