



GCSE MARKING SCHEME

SUMMER 2023

HISTORY

COMPONENT 2: PERIOD STUDY

2B. THE DEVELOPMENT OF GERMANY, 1919–1991

C100U20-1

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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.

GCSE HISTORY – COMPONENT 2: PERIOD STUDY

2B. THE DEVELOPMENT OF GERMANY, 1919-1991

SUMMER 2023 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

| | | | | |
|-------------------------|----------|-----|---------|-----|
| <i>Mark allocation:</i> | AO1(a) | AO2 | AO3 (a) | AO4 |
| 5 | 5 | | | |

Question: e.g. **Describe the work of Konrad Adenauer in the recovery of West Germany, 1949–1963.** [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.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

- *Adenauer's role in transforming West Germany into a prosperous industrial state as part of the 'economic miracle'.*
- *The introduction of the Deutschmark in June 1948, which stabilised the currency and encouraged investment.*
- *The levying of high taxes on the wealthy, which raised revenue.*
- *The free market policies of Erhard and the effective use of Marshall Aid.*
- *The emphasis on the replacement of old smokestack industries.*
- *The increased demand for, and production of, consumer goods.*
- *The rebuilding of homes after the devastation of war.*
- *The reduction of unemployment.*
- *Co-operation with western European powers and entry into the ECSC and the EEC, which boosted economic activity.*
- *Adenauer's role in the democratisation and denazification of West Germany along with the need to instil a moral rebirth after the horrors of the Holocaust.*



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.

Question 1

| | | | | |
|------------------|---------|-----|-----|-----|
| Mark allocation: | AO1 (a) | AO2 | AO3 | AO4 |
| 5 | 5 | | | |

Question: **Describe the work of Konrad Adenauer in the recovery of West Germany, 1949–1963.** [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:

- *Adenauer's role in transforming West Germany into a prosperous industrial state as part of the 'economic miracle'.*
- *The introduction of the Deutschmark in June 1948, which stabilised the currency and encouraged investment.*
- *The levying of high taxes on the wealthy, which raised revenue.*
- *The free market policies of Erhard and the effective use of Marshall Aid.*
- *The emphasis on the replacement of old smokestack industries.*
- *The increased demand for, and production of, consumer goods.*
- *The rebuilding of homes after the devastation of war.*
- *The reduction of unemployment.*
- *Co-operation with western European powers and entry into the ECSC and the EEC, which boosted economic activity.*
- *Adenauer's role in the democratisation and denazification of West Germany along with the need to instil a moral rebirth after the horrors of the Holocaust.*

Question 2

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

Question: **How far was the Weimar government successful in dealing with its economic problems between 1923 and 1929? [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:

- *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*

There should be reference to how much of the success of Weimar policy was due to the outstanding contribution of Stresemann and how his untimely death was partly responsible for ending the period of prosperity and stability; how recovery was based on growing dependency on US investment and how successes in foreign trade were partly the result of an easing of European hostility to Germany.

Question 3

| | | | | |
|-------------------------|------------------|------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 (a+b)</i> | <i>AO2</i> | <i>AO3</i> | <i>AO4</i> |
| 9 | 3 | 6 | | |

Question: **The Nazis aimed to control the lives of different groups in German society between 1933 and 1939. These groups included:**

- industrial workers
- children and young people
- women

Arrange the groups in order of the extent to which their lives were controlled by Nazi rule between 1933 and 1939.

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.

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 lives of industrial workers were controlled by Nazi rule in a number of ways: they were forced to join the German Labour Front (DAF), which replaced trade unions and had total control over workers, setting pay levels and regulating working hours; there were penalties and punishments for workers who failed to conform or disobeyed orders; in real terms, prices went up and wages down and the length of the working week was increased; to create the illusion that conditions were better, the DAF set up the “Beauty of Labour” (SdA) which aimed to improve working conditions and the “Strength through Joy” (KdF) programme that organised fringe benefits for workers*
- *the lives of young people were controlled by Nazi rule in a number of ways: the education system aimed to Nazify children and indoctrinate them to be loyal to Hitler and the state; their teachers had to join the German Teachers’ League and all lessons were taught with a Nazi bias using propaganda-filled books; emphasis was placed on character rather than intelligence; for boys, education revolved around military training and physical activities, while for girls the emphasis was on domestic science and preparation for motherhood; membership of the Hitler Youth became compulsory with organisations for boys and girls where, like schools, the emphasis was placed on unquestioning obedience to Nazi beliefs; while many young people were enthusiastic about the Hitler Youth there were a significant number who rejected the rigidity and formed opposition groups to retain their individualism*
- *the lives of women were controlled by Nazi rule in a number of ways: the advances made during the Weimar period were reversed by the Nazis based on Hitler’s view that women should accept traditional, domestic roles (three Ks); women were dismissed from the professions; the Law for the Encouragement of Marriage (1933) offered newlyweds loans, which would be reduced after the birth of children, birth control was banned and infertile couples were forced to divorce; Himmler set up Lebensborn which provided homes and maternity care for unmarried mothers; women were denied freedom of expression and had to conform to codes of behaviour and appearance; while many women accepted the changes those who opposed the Nazis were sent to female prison camps.*

Question 4

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

Question: **Explain why Berlin was a cause of tension during the Cold 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:

- *post-war tension and how East Berlin became a symbol of the Cold War*
- *how the Western powers pumped resources into Berlin to the embarrassment of the USSR*
- *the Berlin Crisis of 1948–49 and Stalin's eventual step-down*
- *East Berlin as a gateway for the exodus of professionals*
- *Khrushchev's demand in November 1958 that the Western powers pull their forces out of West Berlin, which sparked a three-year crisis over the future of the city culminating in the building of the Berlin Wall in 1961*
- *the standoff in October 1961 between US and Soviet troops on either side of the checkpoint, when for 16 hours, the world was at the brink of war*
- *where a wrong move could have led to war and the eventual stand down*
- *the Wall as a physical symbol of the Cold War and Berlin as an island of capitalism in a sea of Communism*
- *how the Western powers became convinced of the need for increased military cooperation leading to the establishment of NATO*
- *the euphoria at the dismantling of the Berlin Wall and the ending of the Cold War.*

Question 5

| | | | | |
|-------------------------|------------------|------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 (a+b)</i> | <i>AO2</i> | <i>AO3</i> | <i>AO4</i> |
| 12 | 4 | 8 | | |

Question: **How important was the Depression in increasing support for the Nazis in the early 1930s?** **[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.

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:

- *Germany's economic recovery had been heavily dependent on US financial support, and when the Wall Street Stock Exchange collapsed, Germany too was plunged into depression;*
- *the Depression was to create political and economic crises that would see millions of Germans switch their political allegiance to the Nazi Party*
- *unemployment rose dramatically and reached six million by 1932 causing widespread poverty; those in work had to endure low wages and worsening conditions*
- *Hitler promised "bread and work" and a reversal in the decline in prices for agricultural produce*
- *the Depression was important in increasing Nazi representation in the Reichstag – in 1930 they had 107 seats but by July 1932 they had become the single largest party with 230 seats*
- *the Depression led to the growth of the Communist Party and Hitler was able to play on the fear of a take-over by promising industrialists and the middle classes that he would be a barrier against communism and would protect their interests*
- *coalition governments had offered little, and Hitler portrayed the Nazis as Germany's last hope*
- *the inability of the government to address the effects of the Depression led to chaos and increased violence on the streets and Hitler's SA gave the impression of order and confidence*

In order to fully analyse and explain the importance of the Depression in increasing support for Hitler answers should also consider the importance of other factors such as: Hitler's oratorical skills and the effective use of propaganda; the use of violence and intimidation; how he attached blame for the Depression on Jews and his vision to create a new order in Germany.