GCSE MARKING SCHEME

AUTUMN 2020

HISTORY
COMPONENT 1: NON-BRITISH STUDY IN DEPTH
1G. Germany in Transition, 1919-1939
C100UG0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2020 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.

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MARK SCHEME AUTUMN 2020
Component 1: NON-BRITISH STUDY IN DEPTH
1G: 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 (a)*	*AO4*
5	**3**		**2**	

Question: e.g. **Use Source A and your own knowledge to describe the Nazis' use of rallies.** **[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 a Nazi Party rally held in 1936;*
- *it shows that the Nazis organised rallies on a vast scale given the size of the crowd and the location, which is Nuremberg;*
- *the rally looks highly organised giving the impression of power, strength and discipline; there are thousands of soldiers on display which is clearly meant as a display of military strength;*
- *the Nazis organised rallies to impress people within and outside of Germany;*
- *they were a very public display intended to portray the strength and discipline of the Nazi Party, as well as its popularity; they were large propaganda events;*
- *the Nazis held this annual party congress at Nuremberg every year, which was intended to be a celebration of their power;*
- *the rallies would involve marches and speeches and were held at the specially constructed Nazi Party rally grounds;*
- *the Nazis used rallies from 1923 to 1938 and films were made to commemorate them, such as Leni Riefenstahl's Triumph of the Will.*

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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 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.

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MARK SCHEME

Component 1: NON-BRITISH STUDY IN DEPTH

1G: Germany in Transition, 1919-1939

Question 1

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

Question: **Use Source A and your own knowledge to describe the Nazis' use of rallies. [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 a Nazi Party rally held in 1936;*
- *it shows that the Nazis organised rallies on a vast scale given the size of the crowd and the location, which is Nuremberg;*
- *the rally looks highly organised giving the impression of power, strength and discipline; there are thousands of soldiers on display which is clearly meant as a display of military strength;*
- *the Nazis organised rallies to impress people within and outside of Germany;*
- *they were a very public display intended to portray the strength and discipline of the Nazi Party, as well as its popularity; they were large propaganda events;*
- *the Nazis held this annual party congress at Nuremberg every year, which was intended to be a celebration of their power;*
- *the rallies would involve marches and speeches and were held at the specially constructed Nazi Party rally grounds;*
- *the Nazis used rallies from 1923 to 1938 and films were made to commemorate them, such as Leni Riefenstahl's Triumph of the Will.*

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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 during the French occupation of the Ruhr in 1923;*
- *it depicts a German worker, hands in his pockets, being threatened by French soldiers armed with rifles and bayonets; there is a pick-axe lying on the floor by his feet implying that he is refusing to work;*
- *its purpose is to encourage resistance to the French occupation, which is reinforced by the caption;*
- *the audience would primarily have been people in the Ruhr who were subject to the harsh occupation;*
- *the poster is designed to support the idea of passive resistance which was when German workers refused to work for the French occupying force;*
- *the source, produced by the German authorities, would also have appealed to a wider audience in Germany, encouraging general opposition to the occupation which the French had undertaken due to Germany's failure to maintain its reparation payments;*
- *the Ruhr was the industrial heartland of Germany and the intention of the French was to take coal and steel as payment, hence the focus upon the German worker in the poster.*

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Question 3

Mark allocation:	*AO1 (b)*	*AO2*	*AO3*	*AO4 (a-d)*
10	**4**			**6**

Question: **Do the interpretations support the view that people's lives worsened under the Nazis? [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 people's lives worsened under the Nazis;*
- *the historian claims that the Nazi regime was overwhelmingly popular, shown by the success it achieved in elections, as well as by people's memories of the regime;*

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- *it also asserts that people were willing to denounce others to the Nazis; these points are used as evidence to support the claim that people felt their lives improved under the Nazis;*
- *the author is an historian who is an expert on German history; appropriate research would have been undertaken, but the interpretation may be influenced by its subject matter which suggests that the focus was not specifically on the improvements or otherwise in people's lives;*
- *the audience would presumably be an academic one which may influence the thrust of the interpretation;*
- *Interpretation 2 does clearly support the view that people's lives worsened under the Nazis;*
- *the interpretation asserts that not just Jews suffered under the Nazi regime, but many others did too;*
- *it asserts that political opponents and trade unionists among other opponents of the Nazis, were persecuted during this period;*
- *it acknowledges that there were some improvements in some people's lives, but overall life worsened;*
- *the interpretation however, is from an article focused on Nazi persecution; this would have had an influence on the forming of the interpretation;*
- *the website reveals that the interpretation would have been influenced by the subject matter as well as the audience; the tone may therefore be considered to be critical;*
- *answers should be able to reach a judgement about the degree of support for the view that people's lives worsened under the Nazis, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue.*

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Question 4

Mark allocation:	*AO1 (b)*	*AO2*	*AO3 (a+b)*	*AO4*
11	**3**		**8**	

Question: **Which of the sources is more useful to an historian studying Hitler's electoral appeal? [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 issue of Hitler's electoral appeal;*
- *Source C is useful because it shows an American journalist's views of the appeal of Hitler;*
- *the author states that Hitler spoke to packed crowds taking them into his confidence and then playing on their fears;*
- *even though the author states Hitler tells lies, the audience are oblivious, hearing what they wanted to hear and considering Hitler their comforter;*

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- *it is useful as it shows an observer's view of Hitler's appeal, however its usefulness may be affected by the predilections of the author, shown in the title of the book and by the fact he was forced to leave Germany shortly after the Nazis came to power;*
- *Source D is also useful to an historian as it is an example of Nazi propaganda in the form of an election poster of 1933;*
- *it depicts Hitler working in cooperation with the respected President Hindenburg; Nazi flags can be seen in the background displaying the widespread appeal of the party;*
- *it is useful as it clearly uses Hindenburg as a propaganda tool to promote Hitler and the Nazi party, suggesting his appeal was to Germans in general;*
- *however, the usefulness of the source may be limited by its propaganda purpose; it would clearly therefore be from a very limited, narrow perspective;*
- *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 Hitler's electoral appeal.*

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Question 5

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

Question: 'Hitler had come through a great danger - the Night of the Long Knives was the crucial factor in his consolidation of power.'

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 the Night of the Long Knives was the crucial factor in Hitler's consolidation of power;*

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- *the interpretation can be argued by reference to several factors: the SA had become an increasingly powerful threat to Hitler's authority; Ernst Rohm had expressed ambitions to take over the regular army; the reputation of the SA was damaging that of the Nazi Party;*
- *it is also supported by the fact that Hitler needed the support of the army generals in order to succeed Hindenburg; undertaking an action such as that of the Night of the Long Knives ensured that Hitler could successfully consolidate his power;*
- *Speer's interpretation would have been formed as an eyewitness to the events as well as by his position within the Nazi Party; it also benefits from hindsight, being published in 1970;*
- *however, in some ways this interpretation may not fully account for Hitler's successful consolidation of power;*
- *it could be argued that other events were also crucial to Hitler's consolidation of power;*
- *the Reichstag Fire of February 1933 played an important role in Hitler strengthening his grip on power; similarly the following Enabling Act was a vital part of Hitler assuming legal control over Germany; it enabled Hitler to undertake measures to remove opponents of the regime by banning trade unions and then other political parties in the Law Against the Establishment of Political Parties;*
- *answers may comment on the fact that Speer is writing from a particular perspective in his memoirs of life inside the Third Reich; he is writing for a general audience;*
- *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 a wider historical debate about Hitler's consolidation of power.*

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
High	3	• 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
Intermediate	2	• 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
Threshold	1	• 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	• 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

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