



**GCSE MARK SCHEME**

**SUMMER 2015**

**HISTORY - OUTLINE STUDY  
THE DEVELOPMENT OF GERMANY,  
1919-1991  
4373/01**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

## NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are the questions in Section B. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
<b>Level 4</b>	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

## PAPER 4373/01

## UNIT 3: OUTLINE STUDY

## THE DEVELOPMENT OF GERMANY, 1919-1991

## MARKING SCHEME 2015

## QUESTION 1

## Question 1(a)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

**Question:** Outline the main events surrounding the Reichstag Fire of 1933. [5]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer with a weak or implied point made. [1]

*Eg: Answers will say that the Reichstag burned down and Hitler blamed the communists.*

**LEVEL 2** A more detailed and accurate description. [2-3]

*Eg: Answers refer to the burning of the Reichstag buildings and how Hitler used events to discredit the communists and ban many of them from the election of March 1933. There may be reference to the view that the Nazis set fire to the buildings.*

**LEVEL 3** A fully detailed and accurate description. [4-5]

*Eg: Answers will refer to the events leading to the election of 1933 when the Reichstag buildings were dramatically burned down and how Hitler played on the fear of a communist uprising and arrested and banned many of them from the election of 1933. There should be reference to the election result and how, failing to get a clear majority, Hitler persuaded Hindenburg to pass the Enabling Act.*

**Question 1(b)**

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
	2	3	2
	7		

Question: **Explain why the situation in Berlin changed between 1961 and 1989.** [7]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; paraphrases the sources; lacks focus on the set issue.** [1-2]

*Eg: Source A shows the Berlin Wall being built in 1961 to separate East and West Berlin whereas Source B describes the celebrations as the wall was brought down in 1989.*

**LEVEL 2** **Accurate answer which begins to address the question.** [3-5]

**Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.**

*Eg: Source A shows the wall being built in 1961 under the supervision of East German soldiers as a way of dividing Berlin whereas Source B shows the wall coming down in 1989 as Germany moved towards reunification.*

**Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change)**

*Eg: Source A shows the wall being erected by the East Germans in 1961 whereas Source B describes the euphoria of its demolition. Answers will begin to explain that the wall was built to stop East Germans fleeing to the west and to its destruction as the Cold War came to an end in Europe and Germany became reunified.*

**LEVEL 3** **Answer addresses the question clearly.** [6-7]

**Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.**

**Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.**

*Eg: Answers will focus on the erection of the wall as shown by Source A and to its demolition in 1989. Answers at this level will refer to the changing situation in Germany by referring to the building of the wall in Source A at a time of heightened Cold War hostility. There may be reference to improving relations between East and West Germany in the 1960s and 1970s as part of Ostpolitik, the signing of the Basic Treaty, the collapse of communism in Europe and moves towards German reunification as symbolised by the coming down of the wall in Source B.*

**Question 1(c)**

Target:	Recall and deployment of knowledge; analysis and evaluation of key historical concepts		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>2</b>	<b>6</b>	

Question **How important was Gustav Stresemann in dealing with Germany's political and economic problems in the 1920s?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer, with weak or implied points made.** [1-2]

*Eg: There will be some reference to Stresemann's involvement in Germany's recovery after the First World War.*

**LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen.** [3-4]

*Eg: Answers may be confined to descriptions of Stresemann's measures in bringing about recovery and improvement to the economy and restoring confidence after the hyper-inflation of 1923.*

**LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained.** [5-6]

*Eg: Answers may tend to describe Stresemann's importance in securing economic revival while restoring confidence and national standing. There will be a more direct attempt to analyse his stabilizing of the economy after the hyper-inflation of 1923, his handling of the Ruhr Crisis, how he reduced unemployment and increased industrial output. There may be reference to his attempts to restore Germany's reputation abroad.*

**LEVEL 4 Detailed and accurate analysis of key issue providing a fully substantiated explanation.** [7-8]

*Eg: Answers should focus on his pivotal role in dealing with Germany's economic and political problems. There should be reference to how he restored confidence to the economy and his actions in dealing with the financial crisis of 1923 and how he secured US investment in order to rebuild industry and increase industrial output. There may be references to successes on the foreign front with mention of Locarno, entry into the League of Nations and to the Kellogg-Briand pact and to how political stability halted the rise of extremist groups. Responses at this level should reach a judgment about the extent of his contribution and importance as Germany entered a Golden Age.*

## QUESTION 2

### Question 2(a)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe the main features of life in West Germany in the 1950s.** **[5]**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**      **Generalised answer with a weak or implied point made.** **[1]**

*Eg: Answers will say that life improved as a result of Germany's economic improvement after the Second World War.*

**LEVEL 2**      **A more detailed and accurate description.** **[2-3]**

*Eg: Answers will refer to how life improved following Nazi rule and the privations of war. There should be reference to Adenauer's policies in repairing the damage of the war, the creation of jobs, the building of houses and to the rise of consumerism.*

**LEVEL 3**      **A fully detailed and accurate description.** **[4-5]**

*Eg: Answers will refer to the transformation of West Germany after 1945 into a prosperous industrial state beginning with the introduction of the Deutschmark in June 1948, the free market policies of Ludwig Erhard, the effective use of Marshall Aid, the emphasis on rebuilding old smokestack industries, the demand for luxury goods, the building of new homes, the reduction of unemployment and industrial regeneration as part of the economic miracle*

**Question 2(b)**

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why conditions on the Home Front changed between 1940 and 1945.** [7]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; paraphrases the sources; lacks focus on the set issue.** [1-2]

*Eg: Source A says that the war was going well for Germany and that it would result in the final victory whereas Source B shows how things had changed by 1945 when Germany was being bombed heavily and was heading for defeat.*

**LEVEL 2** **Accurate answer which begins to address the question.** [3-5]

**Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.**

*Eg: Source A shows the confidence of many Germans as they greeted early victories, how life appeared unaffected by war and to the wartime propaganda which reinforced the successes whereas Source B shows that the Germans were suffering as a result of the turning tide of war.*

**Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change)**

*Eg: Source A shows that wartime propaganda played on early victories to convince Germans that victory would be inevitable. Answers will explain why life changed as a result of Germany's changing fortunes after 1943 as German armies experienced defeats in contrast to Source B which shows how war was affecting life on the home front leading to increased allied bombing, shortages and sacrifices.*

**LEVEL 3** **Answer addresses the question clearly.** [6-7]

**Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.**

**Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.**

*Eg: Answers will focus on the euphoria of war and the prospect of victory as celebrated by propaganda as is clearly shown by Source A. This is in sharp contrast to Source B which shows the privations of war and Germany close to defeat in 1945 following crucial defeats in Russia and N. Africa. There should be reference to the concept of Total War and the need for more rigorous propaganda to encourage people to pull together to secure the Final Victory.*

**Question 2(c)**

Target:	Recall and deployment of knowledge; analysis and evaluation of key historical concepts		
Mark allocation:	AO1	AO2	AO3
8	2	6	

Question: **How successful were Hitler`s social policies in controlling the lives of all Germans between 1933 and 1939?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer, with weak or implied points made.** [1-2]

*Eg: There will be reference to how women had to leave jobs, stay at home and raise families and to attempts to control education and the lives of young people.*

**LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen.** [3-4]

*Eg: Answers may be confined to descriptions of Nazi control of the family, young people, workers and Jews along with other minority groups.*

**LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained.** [5-6]

*Eg: Answers may tend to describe the control of sections of society but there will be a more direct attempt to analyse the domestication of women and control in terms of appearance and behaviour, the Nazification of the school curriculum, the control of the workforce and the outlawing of trade unions and compulsory membership of the DAF along with control of the churches and the stifling of the arts. There may be reference to propagand, censorship and to the features of a police state.*

**LEVEL 4 Detailed and accurate analysis of key issue providing a fully substantiated explanation.** [7-8]

*Eg: Answers should focus on the control of sections of society such as women and children as in L3, the control of the workforce and the illusion that life was better under the Nazis, the denial of citizenship and internment of Jews and other undesirables and to the features of a police state. There may be reference to how the Nazis succeeded in controlling large sections of society but mention of opposition from some women, young people and religious leaders.*

### QUESTION 3

#### Question 3(a)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Outline the main decisions made at the Yalta and Potsdam Conferences of 1945.** [5]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer with a weak or implied point made.** [1]

*Eg: Answers will say that after the war, Germany was to be divided and the Nazis punished.*

**LEVEL 2** **A more detailed and accurate description.** [2-3]

*Eg: Answers refer to the decision that the allies would occupy and control Germany and Berlin, pay reparations and that war criminals would be punished.*

**LEVEL 3** **A fully detailed and accurate description.**

*Eg: Answers will refer to the decisions reached at Yalta and confirmed at Potsdam that Germany would be occupied, de-Nazified and de-militarised. There may be reference to the need to punish the Nazis rather than the German nation, the payment of reparations and to changes to the Polish borders.* [4-5]

**Question 3(b)**

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
	2	3	2

Question: **Explain why Germany's military strength changed between 1919 and 1939.** [7]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; paraphrases the sources; lacks focus on the set issue.** [1-2]

*Eg: Source A shows that Germany's military power was reduced and so weakened that and that she would be unable to fight in a war whereas Source B shows German troops marching into Poland in 1939.*

**LEVEL 2 Accurate answer which begins to address the question.** [3-5]

**Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.**

*Eg: Source A shows that Germany was punished and weakened militarily after the First World War under the terms of the Treaty of Versailles whereas Source B shows that Germany had built up its military strength in the 1930s and was invading countries like Poland.*

**Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change)**

*Eg: Source A shows the military sanctions imposed on Germany by the Treaty of Versailles which were intended to weaken all branches of the armed forces whereas Source B shows how Hitler ignored the terms and re-armed Germany in order to restore lands taken by the peace settlement.*

**LEVEL 3 Answer addresses the question clearly.** [6-7]

**Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.**

**Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.**

*Eg: Answers will focus on the punitive measures imposed on Germany by the Treaty of Versailles which weakened her as a military power and so avoid another war as is clearly shown by Source A. Source B shows that Hitler had dismantled the treaty by the 1930s and re-armed Germany as part of his plan to restore national pride and expand her frontiers by adopting an aggressive foreign policy. Answers at this level may discuss foreign policy in the 1930s culminating in the invasion of Poland and the outbreak of war in 1939.*

**Question 3(c)**

Target:	Recall and deployment of knowledge; analysis and evaluation of key historical concepts		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>2</b>	<b>6</b>	

Question: **How significant was the war in Russia to the defeat of Germany in the Second World War?** **[8]**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer, with weak or implied points made. [1-2]**

*Eg: There will be reference descriptions of the invasion, heavy casualties and battles lost*

**LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen. [3-4]**

*Eg: Answers may be confined to descriptions of the German invasion in 1941 and how after initial successes, the war began to turn against Germany as the winter set in and the army began to suffer heavy losses.*

**LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained. [5-6]**

*Eg: Answers may tend to describe how the war began to turn against Germany as the severe winter set in and claimed heavy casualties together with the Russian scorched-earth policy and acts of sabotage. There may be reference to defeat in Stalingrad which was a significant factor in the war turning against Germany but there will be a more direct attempt to analyse the significance of the invasion of Russia in the final defeat of Germany.*

**LEVEL 4 Detailed and accurate analysis of key issue providing a fully substantiated explanation. [7-8]**

*Eg: Answers should focus on the importance of Operation Barbarossa in Germany's ultimate defeat in 1945. There may be reference to landmark battles such as Leningrad, Stalingrad and Kursk and how Russian tactics combined with the severe weather to claim heavy casualties. There may be mention of how the Red Army re-organised and re-armed and to the resilience of the Soviet people and their will to defeat Germany. Candidates should reach a judgement about how the Russian campaign contributed to the defeat of Germany.*

## QUESTION 4

### Question 4

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

### How far did Germany develop politically and economically between 1919 and 1991? [12+3]

Use 0 for incorrect or irrelevant answers.

#### LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

*Eg: candidates may refer to the period as one of great political and economic development perhaps with generalised reference to changing life under the Nazis.*

#### LEVEL 2 Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed. [4-6]

**Award 4 marks** for some related facts; or superficial coverage; or weak references to issue of change.

**Award 5-6 marks** for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change.

Award the higher mark for the degree of understanding of change and continuity over the period.

*Eg: Answers may focus on development in one period, possibly the Nazi regime and wartime with some development or provide a poor outline of political change across most of the period.*

#### LEVEL 3 Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed. [7-9]

**Award 7 marks** for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and continuity.

**Award 8 marks** for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of change and continuity.

**Award 9 marks** for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of change and continuity over most of the period. Candidates may begin to appreciate the differences in experience between groups.

*Eg: candidates may focus on Germany's changing political and economic development from democracy to dictatorship and back again with reference to the instability of the Weimar Republic, the totalitarianism and repression of Nazism, defeat in World War II and the division of Germany, developments in East and West Germany, Ostpolitik and the later policies of Kohl and reunification. There will, however, be little reference to variations in political and economic systems across the period.*

**LEVEL 4**      **Answers will demonstrate understanding of the period through developed and well - substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.** **[10-12]**

**Award 10 marks** for an effective overview of the main developments over the period with an obvious attempt to discuss the issue of change and continuity; the answer must build on very good chronological coverage.

**Award 11-12 marks** for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss the extent of change and continuity; there will be recognition of the varying impact of change.

Award the higher mark for the degree of understanding of change and continuity over the period.

*Eg: candidates will provide a good chronological accounts of Germany's changing political and economic development across the period, as in Level 3, but with greater detail and depth. There will be a clear attempt to deal with variations in political and economic systems, including shifts from Weimar democracy to Nazi dictatorship and the return to post-war West Germany, and to the free market conditions of Weimar and post-war West Germany. Candidates will also begin to comment more explicitly on periods of intense nationalism and reconciliation with other countries and periods of economic prosperity and hardship.*

**Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.**

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

## QUESTION 5

### Question 5

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

**Question**      **How far did German society change between 1919 and 1991?** **[12+3]**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**      **Generalised answer; basic response which offers little support.** **[1-3]**

*Eg: candidates may refer to the period as a time of change; life for many German people improved/worsened.*

**LEVEL 2**      **Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed.** **[4-6]**

**Award 4 marks for some related facts; or superficial coverage; or weak references to issue of change.**

**Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change.**

**Award the higher mark for the degree of understanding of change and continuity over the period.**

*Eg: candidates may focus on one group throughout the period, for example, women or Jews or will provide a poor overview of how the lives of Germans changed in different ways during the period.*

**LEVEL 3**      **Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed.** **[7-9]**

**Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and continuity.**

**Award 8 marks for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of change and continuity.**

**Award 9 marks for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of change and continuity over most of the period. Candidates may begin to appreciate the differences in experience between groups.**

*Eg: candidates may focus on workers in the 1920s, Jews in the 1930s, the deaths of millions in World War II, the contrasting experiences of West and East Germans post division in 1945 and the eventual euphoria of re-unification. There will be little attempt however to differentiate between the contrasting experience of the German people.*

**LEVEL 4**      **Answers will demonstrate understanding of the period through developed and well - substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.** **[10-12]**

**Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss the issue of change and continuity; the answer must build on very good chronological coverage.**

**Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss the extent of change and continuity; there will be recognition of the varying impact of change.**

**Award the higher mark for the degree of understanding of change and continuity over the period.**

*Eg: candidates will provide good chronological accounts of the period as in Level 3 but in greater depth and detail. There will be a more direct attempt to provide clear examples of the contrasting experiences of different groups of German people in different periods. Examples might include the contrasting experiences of Jews and non-Jews in the Nazi period, the role of women in the Third Reich in contrast to that of men, the differing experiences of West and East Germans.*

**Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.**

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i>  1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>intermediate performance</i>  2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i>  3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

## QUESTION 6

### Question 6

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

**Question**      **How important was Germany's role in world affairs between 1919 and 1991?**      **[12+3]**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**      **Generalised answer; basic response which offers little support.**      **[1-3]**

*Eg: candidates may refer to Germany invading countries and resultant war.*

**LEVEL 2**      **Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed.**      **[4-6]**

**Award 4 marks for some related facts; or superficial coverage; or weak references to issue of change.**

**Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change.**

**Award the higher mark for the degree of understanding of change and continuity over the period.**

*Eg: candidates may focus on German foreign policy in one period possibly the aggressive expansionism in the 1930s or during the war or a poor outline of German foreign policy with attempts to promote Germany's importance in world affairs.*

**LEVEL 3**      **Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed.**      **[7-9]**

**Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and continuity.**

**Award 8 marks for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of change and continuity.**

**Award 9 marks for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of change and continuity over most of the period. Candidates may begin to appreciate the differences in experience between groups.**

*Eg: candidates may focus on German foreign policy across the period focusing on Weimar's attempt to deal with the Treaty of Versailles, the nationalism and expansionism of Nazism, World War II (expansionism and retreat), the post-war division of Germany, Adenauer's pro-Western policy, the Soviet inspired stance of the East, Ostpolitik and the eventual drive for reunification. There will be a limited appreciation of shifts in foreign policy across the period and Germany's changing attempts to promote its importance in world affairs.*

**LEVEL 4**      **Answers will demonstrate understanding of the period through developed and well - substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.** **[10-12]**

**Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss the issue of change and continuity; the answer must build on very good chronological coverage.**

**Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss the extent of change and continuity; there will be recognition of the varying impact of change.**

**Award the higher mark for the degree of understanding of change and continuity over the period.**

*Eg: candidates will provide a sound overview of German foreign policy across the period, as in Level 3, but with greater detail and depth.*

*Candidates will recognize shifts in emphasis and policy in attempting to develop Germany's importance in world affairs. Candidates will also begin to comment more explicitly on the contrasting policies of Weimar and Nazi Germany in attempting to promote Germany's importance in the world, the conflicting policies of East and West Germany post-war division, the shift towards Ostpolitik and the eventual merging of the two Germanies with all the implications for Germany's rehabilitation as an important world power.*

**Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.**

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i>  1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>intermediate performance</i>  2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i>  3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.