



GCSE MARK SCHEME

SUMMER 2015

**HISTORY - STUDY IN-DEPTH
GERMANY IN TRANSITION, 1919-1947
4271/04**

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 question 2(c) and question 3. 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:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format
Level 3	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
Level 4	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 4271/04

UNIT 1: STUDY IN-DEPTH

GERMANY IN TRANSITION, 1919-1947

MARKING SCHEME

QUESTION 1

Question 1 (a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
4			4

Question: What do Sources A and B suggest about unemployment in Germany between 1933 and 1939? [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, paraphrasing or describing sources only. [1-2]

Eg: Source B shows that unemployment went down. Source A shows that there was hidden unemployment. Only 350,000 unemployed in 1939 from a total of 6 million.

LEVEL 2 Uses the content of both sources in their historical context. If answer is imbalanced in use of sources award 3 marks. [3-4]

Eg: The table – Source B shows a steady decline in unemployment. Source A discusses hidden unemployment, with women and Jews not included in the official statistics. Women and men under 25 were sacked from their jobs. The Nazis introduced a range of policies which created jobs; changes to the role of women; this resulted in a massive fall in unemployment statistics. The Nazi policies appear to be very successful; reduction from 6 million to 100,000 BUT these figures are not accurate; Jews and German women not counted; unemployment was much higher than that officially stated.

Question 1 (b)

Target:	Understanding of source material; recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
6	4		2

Question: **Use Source C and your own knowledge to explain why life became more difficult for Jews in Germany during the 1930s?** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]

Eg: laws were made against Jews. Nazis tried to change people's behaviour. Young people were encouraged to hate Jews. Textbooks were anti-semitic.

LEVEL 2 Understands content of the source with some background knowledge. [3-4]

Eg: As above but with background knowledge. There was boycotting of Jewish businesses with the SA organising the boycott. Laws were passed restricting the rights of Jews and many Jews were persecuted.

LEVEL 3 Clear use of the content of the source with accurate and detailed background knowledge used to explain the issue. [5-6]

Eg: The source gives a clear description of the serious impact that the Nazis had on the life of Jews in the 1930s. Life got increasingly harder for Jews with laws such as the Nuremberg Laws. They were passed to limit the rights of Jews in Germany. These laws deprived Jews and other non-Aryans of German citizenship and prohibited racially mixed sexual relations and marriages between Germans and Jews. Kristallnacht was a pogrom that led to imprisonment and death. Jewish homes, hospitals, and schools were ransacked and Synagogues were burned to the ground.

Question 1 (c)

Target:	Understand, analyse and evaluate source material: recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
8	2		6

Question: **How useful are Sources D and E to an historian studying how young people were influenced by the Nazi government in the 1930s?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Comprehends content of the sources; little focus on utility.** [1-2]

Eg: Source D describes how German schools concentrate on the Army and fighting. Source E is a description of the effect the Hitler Youth had on young boys.

LEVEL 2 **Considers usefulness of the sources in terms of both their content and their authorship.** [3-4]

Eg: Source D is useful because it describes the topics studied at school, such as Chemistry and Mathematics. It is from a German newspaper in 1939 and likely to be heavily censored. The focus of the source is on education. Source E is also useful because it is the memoirs of Henry Metelmann, recalling the appeal of the Hitler Youth when he was young. He is writing in 1990. He was a member of the Hitler Youth and was clearly influenced by Nazi propaganda as a young boy.

LEVEL 3 **Evaluates both sources in context with some imbalance; reaches a conclusion regarding utility for the set enquiry.** [5-6]

Eg: The sources are both quite useful in finding out about how the young were influenced. Source D shows how the young were influenced in German schools. It is a newspaper report from Nazi Germany and is therefore a piece of propaganda. It is a Nazi representation of the importance of school. Source E is written by someone who was in the Hitler youth although writing after the war. He liked the Hitler Youth. It is useful as it gives us an insight into why someone joined and the appeal. He has no reason to lie as he is writing some years after the event.

LEVEL 4 **Evaluates both sources regarding the specific historical context; reaches reasoned and substantiated judgement regarding their utility for the set enquiry.** [7-8]

Eg: Both sources are very useful in identifying specific aspects of how the young were influenced in Nazi Germany. Source D is focussed on the curriculum taught at German schools during the 1930s. This is from a German paper in 1939 and as such is clearly biased. All newspapers were controlled in Nazi Germany and the message that it is great to serve in the Army is a message encouraged by the Nazi regime. Sources like this are clearly biased however and show the way in which information was controlled in Germany. Source E concentrates on the control of Germany's youth during leisure time, with the author, a former member of the Hitler youth describing the appeal of the uniform and the camps. The author was a member of the Hitler youth and as such the source is useful in giving us an insight into the appeal for a youngster. It is written in 1990 and therefore they are the recollections of a man some years after the event. At this level expect comment that the focus of the sources is quite narrow and they do not actually tell us that much about other methods of influencing the young. Such evaluative comments can be credited.

QUESTION 2

Question 2(a)

Target:	Recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
4	4		

Question: **Describe conditions in Germany in May 1945.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: it was in a bad condition; the country had been bombed; houses destroyed. There were shortages.

LEVEL 2 **A more detailed and accurate description.** [3-4]

Eg: life on the Home Front changed as the war developed; after 1942 conditions deteriorated; cities were left in ruins; might name cities – Dresden, Cologne, Berlin, Hamburg; infra-structure destroyed; millions of refugees flooded into Germany from the Soviet zone in the East; many Germans were starving, affected by cold, disease and exhaustion; country occupied by foreign troops.

Question 2(b)

Target:	Understand and analyse source material; recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
6	2		4

Question: **Why was Source F produced in 1944?** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Comprehends content of the source; little focus on why it was produced.** [1-2]

Eg: The source was produced to show that all Germans had to join in the war effort. The Nazis wanted Germany to fight until the end.

LEVEL 2 **Considers the source in its historical context; suggests some reasons for its production.** [3-4]

Eg: The source was produced as it was aimed at young and old Germans so that they would join the Volkssturm, an army of old men and boys. The source shows a young man and an older man joined in a battle for freedom and life against the Allies.

LEVEL 3 **Analyses the source in its historical context; gives detailed reasons regarding its production at the time.** [5-6]

Eg: Source F was typical of German propaganda at the end of the war. It shows clearly how all parts of the country were expected to contribute to the War effort, part of Total War, fighting until the end to stop in particular the Russian advance into Germany. This was part of the Nazi policy of Total War. Maybe implies that Germany was losing the war. The poster is from the end of the War when Germany was desperate to avoid complete destruction. The source obviously gives a heavily biased representation of what was happening at the time as the Volkssturm were largely ineffective and certainly no match for the Allied forces who were advancing into Germany from the East and West by early 1945.

Question 2(c)

Target:	Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	2	2	6

Question: **One interpretation is that the most serious opposition to the Nazis during the war came from the army. How far do you agree with this interpretation?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; makes simple comments about the interpretation; will copy or paraphrase the given evidence. [1-2]

Eg: the main opposition came from the Army, there was some opposition however from young people. Yes, the generals were involved in plots against Hitler; they wanted to kill him. Expect heavy reliance on use of the given evidence.

LEVEL 2 Identifies differences between ways in which the issue has been interpreted; will offer a basic judgement with some support from given evidence and/or own knowledge of the issue. [3-5]

Eg: Answers will show understanding of the named interpretation that the most serious opposition to the Nazis during the war came from the army. Expect basic contextual support to be given in terms of a judgement, such as the Army were the main opposition, there was other opposition such as the White Rose group. Use of the given evidence will be more apparent than use of own knowledge.

LEVEL 3 Begins to recognise and comment on how and why this issue has been interpreted in different ways; will give a judgement regarding the given interpretation. [6-8]

Eg: Answers will address the question by offering comment on different interpretations that the most serious opposition to the Nazis during the war came from the army. Answers will begin to demonstrate why different interpretations of this issue have been made, possibly with comments on the attitude of the authorities and the views of later historians. Answers will be supported by a greater degree of contextual knowledge regarding this issue. Answers will begin to judge the worth of different interpretations by using their own knowledge and given evidence to comment on issues such as the opposition from the army and various plots (Stauffenberg, Beck), the opposition of the youth (White Rose, Edelweiss Pirates, Navajos, Swing youth), the opposition of the church and religious groups.

LEVEL 4 **Recognises and provides substantiated comments on how and why this issue has been interpreted in different ways; will give a clear judgement considering the given interpretation in the historical context.**

[9-10]

Eg: Answers will clearly state whether they agree with the given interpretation that the most serious opposition to the Nazis during the war came from the army. In order to make this judgement, answers will discuss how the given interpretation has been arrived at and recognise that there are other valid interpretations of this issue.

Answers will demonstrate why it is possible to make different interpretations of this issue. There will be a considerable degree of historical support in the answer using both the given evidence and own knowledge.

Answers will test the value of the chosen interpretation by commenting on issues such as the July Bomb plot 1944, the opposition of Communist groups, the Kreisau circle, the various youth groups in Germany and their opposition e.g. Swing Youth, Navajos, Edelweiss Pirates, the White Rose groups.

There may be comment on the religious opposition of the Catholic and Protestant churches and individuals such as Niemoller and Bonhoffer.

Answers may comment on the differences in interpretation given by a member of the White Rose group and the evidence of Hitler youth member and those writing much later with a greater degree of hindsight.

QUESTION 3

Question 3

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

Question: **Was the Depression the main reason for the Nazi rise to power in 1933?** **[12+3]**

Use 0 for incorrect or irrelevant answers.

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

Yes Depression was main factor; caused people to vote Nazi. People were poor and desperate and turned to the Nazis to do something.

LEVEL 2 **Answer begins to discuss the issue set in the question.** **[4-6]**

To distinguish between 4 and 6 marks apply the following:

For 4 marks: A one-sided answer with some contextual support **OR** a very weak two-sided answer with little contextual support.

For 5-6 marks: A developed one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

Eg: Yes because the Depression caused factories to close & unemployment to rise; people became desperate; turned to Nazis because they offered help/policies to put people back to work; may allude to other factors such as leadership of Hitler, Nazi propaganda, the weakness of the opposition, the fear of Communism. Weakness of the Weimar constitution. Political scheming.

LEVEL 3 **Answer is mainly a reasoned analysis of the issue set in the question.** **[7-9]**

To distinguish between 7 and 9 marks apply the following:

For 7 marks: A very good one-sided answer with contextual support **OR** an unbalanced two-sided response with contextual support.

For 8-9 marks: A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

Eg: Answers will begin to offer a judgement with good reasoning. On the one hand, the Depression created the right political climate – rising unemployment, growing hardship, feeling of helplessness; the repeated use of Article 48 in order to govern.

However, other factors also important – leadership of Hitler; role of SA in dealing with communists/political opposition; propaganda campaign; weak opposition; miscalculation of Von Papen & Hindenburg. The weakness of the Weimar constitution; the fear of communism.

LEVEL 4 Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question.

[10-12]

To distinguish between 10 and 12 marks apply the following:

For 10 marks: A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support.

For 11-12 marks: A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support.

Award the higher mark for the degree of contextual support.

Eg: Answers will clearly evaluate the issue in the question. Answers may suggest that on the one hand, the Depression without doubt created the right conditions for political instability. There was rising unemployment and growing hardship in German cities. A feeling of helplessness developed as repeated governments failed to deal with the economic situation. The repeated use of Article 48 in order to govern exacerbated the feeling that democracy offered no answers.

However, other factors were also very important – Hitler was a charismatic leader and orator; the SA dealt with communists/political opposition and created chaos on the streets. The Nazi propaganda campaign was impressive and the use of the airplane during elections helped spread the Nazi message to ordinary Germans. There was weak opposition to the Nazis in the Reichstag; the political scheming and miscalculation of Von Papen & Hindenburg led to Hitler being invited to power. The weakness of the Weimar constitution; the fear of communism played into the hands of the Nazis.

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.