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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

**HISTORY**

**COMPONENT 1: NON-BRITISH STUDY IN DEPTH**

**1G: Germany in Transition, 1919-1939**

**C100UG0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 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.

# MARK SCHEME SUMMER 2018

## 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:

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

Question: e.g. **Use Source A and your own knowledge to describe events in the Ruhr in 1923.** [5]

#### Band descriptors and mark allocations

In this question three fifths of the marks are awarded for understanding of the historical context. Two fifths of the marks are awarded for source analysis.

	AO1(b) 3 marks		AO3(a) 2 marks	
<b>BAND 2</b>	Demonstrates detailed understanding of the key feature in the question.	2-3	Accurate analysis of the source set within its historical context.	2
<b>BAND 1</b>	Demonstrates some understanding of the key feature in the question.	1	Source is analysed through description of 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 French cavalry marching into a town in Ruhr;
- it shows that this was a military invasion that was not being resisted by the German people;
- there is a large crowd present watching the invasion; this is clearly a significant event;
- the invasion took place due to Germany's inability to pay the reparations demand that had been presented to Germany in 1921;
- the French invaded the Ruhr Valley, a heavily industrialised area, in order to take goods such as coal and steel in payment;
- the occupation was extremely unpopular in Germany and German workers in the Ruhr went on strike, an action that was termed 'passive resistance';
- the German government supported the workers by printing money to pay their wages; this made the inflation worse, resulting in hyperinflation;
- the French were forced to bring in their own workers to keep the industries running and tensions between the sides grew;
- the result was violence between the French occupiers and the German population, with approximately 130 German deaths being the result;
- the strike action was eventually called off in September 1923 by the new government under Stresemann; although the French succeeded in taking goods, many countries sympathised with the Germans.

## **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.

## MARK SCHEME SUMMER 2018

### 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 events in the Ruhr in 1923.** **[5]**

#### Band descriptors and mark allocations

	AO1(b) 3 marks		AO3(a) 2 marks	
<b>BAND 2</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>2-3</b>	<b>Accurate analysis of the source set within its historical context.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>1</b>	<b>Source is analysed through reference to its content only.</b>	<b>1</b>

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 French cavalry marching into a town in the Ruhr;*
- *it shows that this was a military invasion that was not being resisted by the German people;*
- *there is a large crowd present watching the invasion; this is clearly a significant event;*
- *the invasion took place due to Germany's inability to pay the reparations demand that had been presented to Germany in 1921;*
- *the French invaded the Ruhr Valley, a heavily industrialised area, in order to take goods such as coal and steel in payment;*
- *the occupation was extremely unpopular in Germany and German workers in the Ruhr went on strike, an action that was termed 'passive resistance';*
- *the German government supported the workers by printing money to pay their wages; this made the inflation worse, resulting in hyperinflation;*
- *the French were forced to bring in their own workers to keep the industries running and tensions between the sides grew;*
- *the result was violence between the French occupiers and the German population, with approximately 130 German deaths being the result;*
- *the strike action was eventually called off in September 1923 by the new government under Stresemann; although the French succeeded in taking goods, many countries sympathised with the Germans.*

**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	
<b>BAND 3</b>	<b>Demonstrates very detailed understanding of the historical context.</b>	<b>3-4</b>	<b>The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.</b>	<b>3-4</b>
<b>BAND 2</b>	<b>Demonstrates some understanding of the historical context.</b>	<b>2</b>	<b>The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates only basic understanding of the historical context.</b>	<b>1</b>	<b>Answer mainly describes or paraphrases the source material with little analysis or evaluation.</b>	<b>1</b>

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 an example of Nazi propaganda from the late 1930s;*
- *its main purpose is to celebrate the fact that Anschluss had been achieved by Hitler in March 1938, despite being prohibited under the terms of the Treaty of Versailles;*
- *the poster depicts an Aryan in traditional Germanic dress proclaiming 'The homeland free'; the background is a very pastoral scene and romanticised, emphasizing the idyllic nature of the landscape;*
- *the success of the Anschluss is clearly linked to the Nazi Party, as the figure is holding a flag bearing the Swastika which prominently flutters in the wind;*
- *the source was produced to reflect the success of Hitler's policy towards Austria; the audience would have been the peoples of Germany and Austria and the card would presumably have been a mass produced piece of propaganda;*
- *the term 'homeland' clearly links to Hitler's goal of uniting all German people in one Reich and is therefore part of a wider propaganda programme.*

**Question 3**

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4 (a-d)</i>
<b>10</b>	<b>4</b>			<b>6</b>

Question: **Do the interpretations support the view that the lives of women worsened under the Nazis?** **[10]**

**Band descriptors and mark allocations**

	<b>AO1(b) 4 marks</b>		<b>AO4 (a–d) 6 marks</b>	
<b>BAND 4</b>	<b>Demonstrates very detailed understanding of the key feature in the question.</b>	<b>4</b>	<b>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.</b>	<b>5-6</b>
<b>BAND 3</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>3</b>	<b>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.</b>	<b>3-4</b>
<b>BAND 2</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>2</b>	<b>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.</b>	<b>2</b>
<b>BAND 1</b>	<b>Generalised answer displaying limited understanding of the key feature in the question.</b>	<b>1</b>	<b>Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.</b>	<b>1</b>

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 clearly supports the view that the lives of women worsened under the Nazis;*
- *the historian claims that under National Socialism women's rights deteriorated and they were increasingly humiliated;*
- *Nazi ideology relating to the role of women as mothers and keepers of house became central to the lives of women which was not necessarily beneficial;*
- *the author is a feminist historian writing in an article that is clearly aimed at a particular audience;*
- *research would have been undertaken, but the predilections of the author may have influenced the interpretation;*
- *Interpretation 2 does not support the view that the lives of women worsened; the article suggests that many women supported National Socialism;*
- *the interpretation also suggests that many women were happy to return to a simpler way of life, or at least it was perceived in this way;*
- *although the article is focused on women in Nazi Germany, it is from a general information website; this may imply that the tone is deliberately less critical;*
- *the audience would presumably be of a less specialist nature and this may have influenced the interpretation;*
- *answers should be able to reach a judgement about the degree of support for the view that the lives of women 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.*



**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 the reaction to the Night of the Long Knives?**

**[11]**

**Band descriptors and mark allocations**

	AO1(b) 3 marks			AO3 (a+b) 8 marks	
			<b>BAND 4</b>	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
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	<b>BAND 3</b>	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
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	<b>BAND 2</b>	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
<b>BAND 1</b>	Demonstrates limited understanding of the key feature in the question.	1	<b>BAND 1</b>	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 reaction to the Night of the Long Knives;*
- *Source C is useful as it shows a British reaction to the events, published in a newspaper in the immediate aftermath;*

- *the cartoon depicts Hitler attempting to calm the audience of foreign leaders after his actions; in the background can be seen dead members of the SA, a reflection of the ruthlessness of the killings;*
- *however, the usefulness of the source may be affected by the predilections of the cartoonist, who is using humour to convey his view of events; since it is published in a newspaper, the fact it is a cartoon may suggest it is a very narrow perspective;*
- *Source D is also useful as it is from a secret report from a banned newspaper on the reaction in Germany to the Night of Long Knives;*
- *the report states that in parts of Bavaria the response to Hitler's actions has been very favourable; it shows that Hitler has gained in prestige from acting decisively for the perceived good of the nation;*
- *it is useful as it is produced by opponents of the regime; this may make the source a more reliable indication of the internal reaction to the Night of the Long Knives, which contrasts greatly with the reaction in other countries, Britain for example;*
- *however, since the report only focuses on Bavaria which was an area where the Nazis enjoyed considerable support, it may only present a limited perspective of the response in Germany as a whole;*
- *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 the reaction to the Night of the Long Knives.*

### Question 5

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
19	4			12	3

Question: **‘The Great Depression turned Hitler from an unimportant political figure into the master of the country’**

**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	
<b>BAND 4</b>	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
<b>BAND 3</b>	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
<b>BAND 2</b>	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
<b>BAND 1</b>	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 Great Depression played a pivotal role in ensuring Hitler came to power;*
- *this interpretation can be argued by reference to several factors: prior to the onset of the Great Depression, support for the Nazi Party was relatively small; in the 1928 elections the Nazi Party only won 12 seats in the Reichstag as Germany's recovery under Stresemann continued;*
- *however, after the Wall St Crash, mass unemployment in Germany led to a surge in support for the Nazis whose propaganda focused upon issues such as 'Arbeit und Brot' to increase their popular support amongst especially the unemployed; the Great Depression therefore brought Hitler to power;*
- *Hobsbawm's interpretation would have been influenced by witnessing changes that took place during the period; it also benefits from hindsight, being published in 1994;*
- *however, in some ways this may be a simplistic, generalised interpretation which ignores other factors that brought Hitler to power;*
- *despite being a relatively minor political party in Germany, the Nazi Party had retained its core support and had been reorganised after Hitler's incarceration; Hitler and the Nazis appealed to several sections of society in a variety of ways and through what they offered, for example, reversing the Treaty of Versailles; their propaganda was also extremely effective in targeting sections of society disaffected by a variety of issues; the Great Depression may have merely hastened their rise to power, as may have the death of such an important figure as Gustav Stresemann;*
- *answers may comment on the fact that Hobsbawm is writing from a particular perspective; holding Communist views he may wish to focus on economic factors to explain the rise of Hitler; he is also writing for an academic audience which may further influence the interpretation;*
- *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 the wider historical debate about why Hitler came to 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.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>