



GCE MARK SCHEME (LEGACY)

SUMMER 2016

**HISTORY - UNIT HY2
DEPTH STUDY 9**

NAZI GERMANY c. 1933-1939

1232/09

INTRODUCTION

This marking scheme was used by WJEC for the 2016 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.

HISTORY MARK SCHEME
UNIT HY2
DEPTH STUDY 9
NAZI GERMANY c. 1933-1939

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(a)

What does the author of Source E mean by the phrase "Within the shortest space of time, the actions of the state have brought about recovery"?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase should be considered within the context of Nazi economic policy 1933-1936
- in this period the Nazis did have positive 'achievements'; they reduced unemployment through public work schemes; they began to construct *autobahnen*; there were plans for self-sufficiency within the context of the second four year plan
- Hess, a Nazi leader, is in reflective mode and in this speech is trying to reassure the industrial workforce of the achievements of the Third Reich in the economic sphere. Of course Hess will be over enthusiastic about this and will actually ignore the fact that in certain respects the industrial workforce was worse off e.g. the closing of Trade Unions and the lack of free collective bargaining.
- furthermore the outbreak of strikes in 1936 and a general lack of enthusiasm for the regime, may explain the timing of this speech because he is keen to justify Nazi economic policy and reassure the industrial workers
- therefore, Hess' speech should be treated with caution because it is intended to win over the industrial working classes and will misrepresent the economic successes focussing only upon the outward manifestation of a reduction in unemployment which had not been achieved through entirely constructive economic policies.

QUESTION: 2(a)

What does the author of Source F mean by the phrase 'the Nazis are always ranting about needing more space'?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase should be considered within the context of Nazi foreign policy 1933-1937.
- the phrase is clearly a reference by Martha Dodd to the Nazi desire to undo the territorial terms of the Versailles Settlement and achieve living space or 'lebensraum'. In the context of 1933-1937, this was both a foreign policy objective and a propaganda principle
- the Nazis argued that Germany needed to increase its size to match its growing population. The German pursuit of 'space' began with the regaining of territories taken in 1918 such as the Rhineland as well as later Anschluss and the Sudetenland.
- however, Martha Dodd points out the contradictory nature of the issue of space in connection to the Nazi policy towards women. She argues that if they are short of space why expand the population. Living inside Germany at this time, Martha Dodd, as an American was trying to work out what was happening and she doesn't seem to be preoccupied with her own life. Her account suggests that she had the wit to realise what was going wrong with Germany and should have a bearing upon the veracity of the source.

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(b)

How important was the role of the Gestapo in preventing opposition to the Nazi regime?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of the role of the Gestapo in preventing opposition to the Nazi regime. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of role of the Gestapo in preventing opposition to the Nazi regime. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that the Gestapo was designed to root out and prosecute all offences and crimes against the state. In this respect Source A shows that the Gestapo was a 'preventative instrument' against all threats to the regime.
- Source B shows that the Gestapo represented Hitler's arbitrary authority to act outside of the law. In this case the arrest of suspected opponents and the fact that they could be arbitrarily killed. The fact that the relatives did nothing shows that the Gestapo was important in preventing opposition for even the relatives were too afraid to speak out.
- Source A certainly shows the importance of the Gestapo in preventing opposition. This is a contemporary subjective view of the Gestapo from the perspective of a daily Nazi newspaper. It attempts to reassure the general public of the official nature of the Gestapo and the fact that it was removing dangers to the Reich. It represents the official face of National Socialism and its propaganda objectives and should thus be treated with caution. The fact that it refers to 'judicial punishment' reflects the attempt to mislead the people about the importance of the Gestapo.
- Source B is part of a damning expose of Nazi Germany by an American journalist and author. It is a subjective view of life in Nazi Germany as she witnessed it. Clearly she could not have expressed these views inside Germany but wrote after she left the country in 1939. In the context of 1939 this should be treated with caution but nonetheless provides a damning judgement on the Gestapo and the Nazi regime in general. She maintains that the Gestapo is a means of terrorising and intimidating the German people with unlimited powers. It reflects the utter hopelessness of the people in the face of Gestapo brutality and the resignation that the people were powerless to do anything about it. However, it hints at her surprise in the fact that the people did nothing to try to help their men folk. She exposes the true nature of the Gestapo in contrast to Source A which presents a sanitised version of the truth.

QUESTION: 2(b)

How important was the passing of the Enabling Act for the Nazi consolidation of power?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of the passing of the Enabling Act for the Nazi consolidation of power. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the passing of the Enabling Act for the Nazi consolidation of power. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that the Enabling Act was important for the Nazi consolidation of power because it argues that the Nazis will assume 'unrestricted' control. The Enabling Act will lead to the erosion of 'freedom' and the destruction of liberty. 'Public affairs' will no longer be in the hands of elected members on behalf of the dictatorship. It was a prelude to dictatorship.
- Source B reveals the importance of the Enabling Act for the Nazi consolidation of power as it allows the Nazis to become 'constitutionally masters' of the Reich. In effect this means that the Act created the basis for arbitrary dictatorship. The Nazis could now by pass the Reichstag and pass laws which would further consolidate their position such as the banning of Trade Unions alluded to by Goebbels in this source.
- Source A is taken from a speech by someone who was opposed to the passing of the Enabling Act and should be treated with caution. However, the fact that the speech was made in full public view as part of the Reichstag debate, in an atmosphere of intimidation, suggests that the fact that this man has the courage to speak out would suggest the significance of the passing of the Act would be very detrimental to the German people. As a socialist he would be opposed to the erosion of liberty implied by this Act. Clearly the tone of the speech is directed against the Nazis and the Act and could be considered with the context of flowery oratory which often forms part of the workings of government. However, Wells had nothing to gain from postulating on this matter.
- as a leading Nazi and the man in charge of German propaganda, the diary of Goebbels in Source B, should be treated with caution. So the veracity of the source should be considered within the context of the fact that Goebbels says what Hitler wants to hear, and he writes what he hopes Hitler will later read. There was no love lost between them so Goebbels would do anything to ingratiate himself with the Fuhrer, hence the references to Hitler being in 'good form'. Moreover, Goebbels is in reflective mood in his diary and may view events with a detachment which he may not have felt at the time. Goebbels realises that the Nazis are now in a position to turn against potential dangers in the form of the TUs. The diary although propagandist in intent, reveals an immediacy which makes it an important source of insight into Nazi thinking. It is unlikely that Goebbels' diary was to be kept for purely private use and has been edited for a wider audience.

Part (c)

Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(c)

Do you agree with the interpretation that the Reichstag Fire was part of a communist plot to overthrow the Nazi regime?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement on the interpretation that the Reichstag Fire was part of a communist plot to overthrow the Nazi regime. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether or not the Reichstag Fire was part of a communist plot. The debate is well known and candidates should be able to consider whether the interpretation is valid or is there evidence to the contrary? Candidates may well refer to the theories that it was either a communist plot, a Nazi plot or the work of an individual.
- Source C suggests that the Fire was the work of a 'solitary individual, unconnected with any political group'. This suggests that the interpretation in the question is invalid. This is an interpretation by an academic historian who is a specialist on German history. This should give him some expertise in the matter especially since it is printed in a specialist history book which usually carries some veracity because of the targeted audience. Furthermore, it represents a revisionist theory regarding responsibility for the Fire.
- however, the validity of the interpretation in the question is supported in Source D. In this source, the pre-election leaflet blames the communists. The fact that the leaflet is essentially propaganda may have a bearing upon the veracity of the source. Central to Nazi propaganda in the weeks leading up to the March 5th election was the idea that a communist uprising was imminent. The immediate reaction of the Nazi leadership in February 1933 had been to blame the communists and the Fire Decrees restricted their activities. This is an extension of that propaganda campaign. The fact that this is a pro-Nazi leaflet on the eve of the March 5th elections is evidence of the fact that the Nazis would want to discredit their political opponents. The language used in the source is inflammatory and condemning. It is essentially playing upon the fears of the German people regarding the spread of communism in the context of 1933. This would challenge the veracity of the source and therefore might make the interpretation in the question less secure.
- candidates should consider other interpretations such as that the Fire was actually organised by the Nazis to discredit their strongest opponents and give them a pretext to pass emergency legislation.

QUESTION: 2(c)

Do you agree with the interpretation that Nazi propaganda was mainly responsible for maintaining the support of the German people?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement on the interpretation that Nazi propaganda was mainly responsible for maintaining the support of the German people. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether or not Nazi propaganda was mainly responsible for maintaining the support of the German people. The debate is well known and candidates should be able to consider whether the interpretation is valid or is there evidence to the contrary?
- Source C suggests that force was used to secure the support of the German people. This suggests that the interpretation in the question is an invalid one. The Nazi regime forced conformity through fear and coercion as demonstrated in the satirical British cartoon. Clearly the cartoon represents a moment in time within the Nazi consolidation of power by 1934 and ignores the popular basis of the regime through other means other than force. The banners imply that conformity is forced and that propaganda therefore cannot explain the popularity of the regime so that the interpretation is invalid. This evidence backs up the coercion theory of popular support. This analysis which blamed Hitler and the other Nazi leaders for coercing people into supporting the regime would make it easier to deal with in post war Germany, rather than accepting that all Germans were guilty.
- Source D is the view of an academic historian specialising in the Third Reich writing in a Modern History review targeting School students. The historian may have simplified this view for his target audience in this extract. This source supports the interpretation in the question since it argues that propaganda secured a consensus for the need for total support. This is in line with the seduction theory for popular support and was part of the post war analysis which argued that the German people were seduced by the Nazi propaganda and were conned into supporting the regime.
- candidates should consider at least one alternative interpretation. Some people supported through fear and others through commitment to the Nazi regime which had the ability to destroy communism. They could highlight the school of thought that Nazi policies were in line with the aspirations of the general public or the view that the Nazis achieved passive consent by depoliticising the people.

Part (d)

Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(d)

How useful are Sources B, E and F in understanding Nazi Germany, 1933-1939?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Nazi Germany, 1933-1939. Some of the issues to consider may include:

- the sources are very useful in helping to explain some aspects of life in Nazi Germany, including areas such as the role of terror (Source B), the Nazi economic policy to 1936 (Source E) There is also reference to the condition of the social life of the people including the effects of fear and the role of the Church (Source F)
- Source F provides the views of the Socialist opposition in exile in the form of a report. Source E is from a speech by Hess a leading Nazi and an American perspective in her book in Source B. The authorship needs to be evaluated for its utility. Hess in Source E represents the official Nazi view of the contribution of Hitler and the Nazis to Germany's economic recovery and should be treated with caution because it is a Nazified version of events, Source F an opposition report which is critical of the impact of the Nazi regime on society, will allow the candidates to evaluate the cartoon in context of 1937. Source B from Nora Wain an American, and should be treated with caution because she is writing from her own experiences but is critical of the reaction of Germans towards the terror they endured even though she should understand the conflict and inner turmoil which some must have least have felt. Americans in Germany were trying to work out what was happening inside Germany as it was happening, and she doesn't seem to be preoccupied with her own life. Furthermore, her account suggests that she had the wit to realise what was going wrong with Germany and should have a bearing upon the veracity of the source.
- here are limitations to the utility of the collection. Although the sources provide elements of the depth study not all aspects of those issues are dealt with; in addition there are a range of key aspects of Germany in the period which are not covered directly. This would include Nazi racial policy and foreign policy, the nature and organisation of the Nazi political system, indoctrination, education and youth and ideology.
- there may be some discussion of the wider range of sources that could be of use in understanding developments in Nazi Germany during this period and of the narrowness of the range and type of sources selected for this enquiry.

QUESTION: 2(d)

How useful are Sources C, E and F in understanding Nazi Germany, 1933-1939?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Nazi Germany, 1933-1939. Some of the issues to consider may include:

- the sources are very useful in helping to explain some aspects of life in Nazi Germany, including areas such as propaganda and terror in (Source C). Economic policy in (Source D); There is also reference to the role of women and foreign policy aims (Source F).
- the sources provide the views of an anti-Nazi British cartoon, a speech by Hitler and the view of the daughter of the American ambassador in Germany in her memoirs. Source C is an anti-Nazi cartoon which attempts to reveal the true nature and not the idealised version of the Nazi consolidation of power and of the co-ordination of society. It is likely to present both a narrow but also realistic view of the realities of the Nazi Germany. Source F is an accurate evaluation by Hitler of his foreign policy strategy. The fact that he is speaking to an audience made up of the German press is likely to lead to some exaggerated bravado on Hitler's part and so his remarks should be treated with caution. Source F presents a gender examination of the position of women in society and is critical of the Nazi regime. The frustrations of Martha Dodd, who has experienced the position of women first hand reflect the contradictory elements of National Socialism. As an American in Germany she was trying to work out what was happening inside Germany as it was happening, and she doesn't seem to be preoccupied with her own life. Her account suggests that she had the wit to realise what was going wrong with Germany and should have a bearing upon the veracity of the source.
- there are limitations to the utility of the collection on the various issues addressed within the sources. Although the sources provide elements of the depth study a range of key aspects of Germany in the period are not covered directly. This would include education and youth; the nature and organisation of the Nazi state, aspects of foreign policy and religious policy.
- there may be some discussion of the wider range of sources that could be of use in understanding developments in Nazi Germany during this period and of the narrowness of the range and type of sources selected for this enquiry.