



GCSE MARKING SCHEME

SUMMER 2012

HISTORY - OUTLINE STUDY

THE DEVELOPMENT OF GERMANY, 1919-1991

4284/01

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 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 the paper as a whole. 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

4284/01 THE DEVELOPMENT OF GERMANY, 1919-1991

MARKING SCHEME

Question 1(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about Berlin in 1991?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source
Award two marks for two relevant selections from the source

The following can be credited:

shows crowds of Germans bringing down the Berlin Wall

East German guards looking on/taking no action

families meeting up/being re-united

Credit moves towards re-unification

Question 1(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe the different political systems of East and West Germany in the 1950s.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: East Germany became communist and West Germany was free/democratic

LEVEL 2 **A more detailed description with up to two accurate points made.** [3-4]

Eg: the Western powers combined to establish a new democratic system with an elected president and chancellor (FDR). In contrast, the Eastern zone (GDR) set up a Soviet-style, communist system.

Question 1(c)

Target:	Recall or deployment of knowledge; explanation of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and your own knowledge to explain why the German economy had improved by 1929.** [6]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer; paraphrases the sources; lack of focus.** [1-2]

Eg: Source B shows that money was worthless but Source C says that Germany experienced a boom in the late 1920s and had solved her problems.

LEVEL 2 **Accurate answer which begins to address the question.** [3-4]

Answers worth 3 marks will use the sources and own knowledge to describe the issue.

Eg. Source B shows that money had lost its value during the hyper-inflation of 1923 and people resorted to bartering whereas Source C says that the problems had been solved by the late 1920s and the economy was booming.

Answers worth 4 marks will use the sources and own knowledge to start to focus on the concept of change or improvement.

Eg: answers will begin to explain why Germany experienced hyper-inflation following the French occupation of the Ruhr. Source C shows that Germany was experiencing an economic boom by the late 1920s because of the actions of Stresemann which brought in a new currency which restored confidence.

LEVEL 3 **Answer addresses the question clearly:** [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to sources here may be implicit.

Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.

Eg: answers will focus more sharply on the reasons why Germany experienced an economic boom in the late 1920s which was partly the result of Stresemann introducing a new currency thereby controlling inflation. This is shown in Source C. There should be reference to US financial aid (Dawes and Young) which restored confidence and led to a drop in unemployment and a huge rise in industrial output.

Question 1(d)

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

Question: **Was the Reichstag Fire the most important factor in helping the Nazis take control of Germany, 1933-34?** [8]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer, making few relevant points. [1-3]

Eg: some reference to Hitler increasing his power after the Reichstag Fire.

LEVEL 2 Descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [4-6]

Eg: largely descriptive accounts of how Hitler made use of the arrest of van der Lubbe by arguing that the Communists were attempting a take over and that he needed to be given full powers to stop them.

LEVEL 3 More detailed and accurate analysis, with an attempt at evaluation, not fully sustained. [5-6]

Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.

Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.

Eg: there will be an attempt to explain the importance of the Reichstag Fire with reference to the banning of political opponents prior to the election of March 1933 and, following the disappointing result for the Nazis, the passing of the Enabling Act which gave Hitler complete power and turned Germany into a dictatorship. Other important factors from 1933-34 can be credited.

LEVEL 4 Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question. [7-8]

Eg: there will be a greater attempt to explain and analyse how Hitler used the burning of the Reichstag to argue that it was a signal for a Communist uprising. He used the potential threat to pass emergency legislation which suspended civil liberties. There should be reference to Hitler's use of the decree to ban the Communist Party and get the necessary majority to pass the Enabling Act which destroyed the Weimar Constitution giving him absolute powers. There may be reference to the Enabling Act as the foundation stone of the Third Reich. Credit can be given for references to the Night of the Long Knives but this is not a question on how Hitler came to power.

Question 2(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about Germany in the 1920s?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source
Award two marks for two relevant selections from the source

The following can be credited:
shows - hundreds of unemployed men
men having to queue for benefits
effects of the Depression
Hitler's name daubed on the wall
credit references to unemployment levels.

Question 2(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe Adenauer's economic miracle.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: some reference to Germany's economic recovery after the Second World War and to a drop in unemployment.

LEVEL 2 **A more detailed description with up to two accurate points made.** [3-4]

Eg: the transformation of West Germany after 1945 into a prosperous industrial state beginning with the introduction of the Deutschmark in June 1948. Other factors which can be credited include 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.

Question 2(c)

Target:	Recall and deployment of knowledge; explanation of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and your own knowledge to explain why the position of women changed after 1933.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lack of focus. [1-2]

Eg.: Source B says that many women had professional careers such as teachers and doctors whereas Source C says that after 1933, women were sacked from their jobs and made to stay at home and raise families.

LEVEL 2 Accurate answer which begins to address the question. [3-4]

Answers worth 3 marks will use the sources and own knowledge to describe the issue.

Eg. Source B shows says that women in the 1920s were better educated and were following professional careers such as lawyers, doctors and teachers whereas when the Nazis came to power they were forced out of jobs and had to become homemakers and mothers (KKK) as Source C says.

Answers worth 4 marks will use the sources and own knowledge to start to focus on the concept of change or improvement.

Eg.: answers will begin to explain how women gained improved rights under the Weimar period and entered professional careers as Source B says but how the situation changed in Source C when the Nazis were in power because of Hitler's traditional view of womanhood with the emphasis on domesticity and the family as a unit.

LEVEL 3 Answer addresses the question clearly. [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to sources here may be implicit.

Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.

Eg.: answers will focus more sharply on the reasons for the changing position of women by making the contrast between the improved political and economic position of women during the Weimar years as shown in Source B and the backward step during the Nazi era as seen in Source C. There should be reference to Hitler's traditional view of womanhood and to their domestic role. There may be mention of the Law for the Encouragement of Women which promoted womanhood but reference to the denial of self-expression. There may be reference to the sacking of women to create jobs for men.

Question 2(d)

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

Question: **Why did life on the Home Front during the Second World War become more difficult for the German people?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, making few relevant points. [1-2]

Eg: life became harder as the war dragged on with reference to food shortages and bombing.

LEVEL 2 Descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]

Eg: largely descriptive account of how life became more difficult as the war went on with reference to the impact of allied bombing, food shortages and rationing, evacuation and longer working hours.

LEVEL 3 More detailed and accurate analysis, with an attempt at evaluation, not fully sustained. [5-6]

Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.

Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.

Eg: an attempt to explain how life became more difficult from the early days and the euphoria of victories to the turning tide of war after late 1942. There should be references to the impact of heavy bombing and to privations which was compounded by military defeat.

LEVEL 4 Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question. [7-8]

Eg: there will be a greater attempt to explain and analyse the concept of Total War as bombing intensified, conditions deteriorated and campaigns urged all sectors of society to make sacrifices. There may be references to increased use of propaganda to secure the Final Victory and how life got increasingly more difficult for some opponents of the Nazi regime and especially the Jews of Germany.

Question 3(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about German reaction to the Treaty of Versailles?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source
Award two marks for two relevant selections from the source

The following can be credited:

Germans thought it disgraceful/shameful

they aimed to regain their position in the world

they sought revenge/vengeance

Credit any external knowledge of the terms of the Treaty.

Question 3(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe the Berlin Blockade of 1948-49** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: reference to Berlin being cut off by the Soviets.

LEVEL 2 **A more detailed description with up to two accurate points made.** [3-4]

Eg: reference to Stalin's order to cut off all road, rail and canal links between East and West Berlin. There may be reference to the air-lift of goods into West Berlin and to Stalin's step down.

Question 3(c)

Target:	Recall and deployment of knowledge; explanation of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and your own knowledge to explain why Germany's fortunes changed during the Second World War.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; lack of focus.** [1-2]

Eg: Source B shows victorious German troops entering Paris at the beginning of the war in 1940 whereas Source C shows defeated German prisoners of war at the end of the war in 1945.

LEVEL 2 **Accurate answer begins to address the question.** [3-4]

Answers worth 3 marks will use the sources and own knowledge to describe the issue.

Eg. Source B shows victorious German troops entering Paris as France fell, unable to deal with the Blitzkrieg tactic. Source C shows the situation at the end of the war as allied troops entered Germany leading to defeat and surrender as shown in Source C.

Answers worth 4 marks will use the sources and own knowledge to try to focus on the concept of change or improvement.

Eg: will begin to explain Germany's changing fortunes by referring to initial military successes as a result of the Blitzkrieg tactic but how by late 1942, the Germany had experienced defeat at Stalingrad and El Alamein. The war now began to go against Germany resulting in surrender as can be seen in Source C.

LEVEL 3 **Answer addresses the question clearly.** [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to explain the concept of change or improvement. Reference to sources here may be implicit.

Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.

Eg: will focus more sharply on the reasons for Germany's changing fortunes from the euphoria of early military successes in the early war period as seen in Source B to landmark defeats at Stalingrad and El Alamein and to their psychological impact. There may be references to errors made during the invasion of the Soviet Union, Hitler's direction of the war and to the allied invasion of Europe together with the advance of the Red Army from the east. By 1945, Germany had surrendered and was a defeated nation as seen in Source C.

Question 3(d)

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

Question: Why was Stresemann important to German foreign policy in the 1920s? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, making few relevant points. [1-2]

Eg: under his leadership, Germany signed agreements and became more friendly with other countries.

LEVEL 2 Descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]

Eg: largely descriptive account of how Stresemann aimed to restore pride after the shame of defeat in 1918, free Germany from the humiliating terms of the Treaty of Versailles and restore German territory.

LEVEL 3 More detailed and accurate analysis, with an attempt at evaluation, not fully sustained. [5-6]

Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.

Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.

Eg: there will be an attempt to explain Stresemann's successes as a diplomat and how he handled the Ruhr crisis, gained entry to the League of Nations and to his securing of US financial aid.

LEVEL 4 Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question. [7-8]

Eg: there will be a greater attempt to analyse Stresemann's importance as the chief architect of Weimar foreign policy, the promotion of fulfilment and to his successes in the Ruhr, Locarno, entry to the League of Nations and the Kellogg-Briand Pact and the withdrawal of allied troops from the Rhineland in 1929. There should be mention of him securing US financial aid with the Dawes and Young Plans and an appreciation that Stresemann was fundamental to Germany regaining international respect and great power status.

Question 4

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **How far did Germany develop politically between 1919 and 1991?** **[10]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Brief, generalised, vague answers.** **[1-2]**

The Level 1 descriptor for quality of written communication may be considered here.

Eg: candidates may refer to the period as one of great political change.

LEVEL 2 **Apply the following framework:** **[3-5]**

Award 3/4 marks for a couple of related facts; superficial coverage; weak references to issue of change.

Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to change.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: candidates may focus on one period only, possibly Nazi Germany or provide a poor outline of political change across the period.

LEVEL 3 **Apply the following framework:** **[6-8]**

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.

Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: candidates may focus on Germany's political and economic development from democracy to dictatorship and back again with reference to the instability of 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 in variations in political and economic systems across the period.

LEVEL 4 **An effective overview of the changes with a genuine attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage.** **[9-10]**

The Level 4 descriptor for quality of written communication may be considered here.

Eg: candidates will provide a sound chronological account of Germany's 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 the command economies of Nazi-Germany and post-war East Germany compared to the free market conditions of Weimar and post-war Germany. Candidates may refer to periods of intense nationalism and reconciliation with other countries and periods of economic prosperity and hardship.

Question 5

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **How far did the lives of the German people change between 1919 and 1991?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Brief, generalised, vague answers.** [1-2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: candidates may refer to the period as a time of great changes when the German people became worse off.

LEVEL 2 **Apply the following framework:** [3-5]

Award 3/4 marks for a couple of related facts; superficial coverage; weak reference to issue of change.

Award 5 marks for reliance on scaffold only; partial coverage; a patchy overall outline; some reference to change.

The Level 2 descriptor for quality of written communication may be considered here.

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 during the period.

LEVEL 3 **Apply the following framework:** [6-8]

Award 6 marks for answer with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.

Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.

The Level 3 descriptor for quality of written communication may be considered here.

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 **An effective overview of the changes with a genuine attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage.** **[9-10]**

The Level 4 descriptor for quality of written communication may be considered here.

Eg: candidates will provide a good chronological account of the period as in Level 3 but in greater depth and detail. There will be a more direct attempt to provide a 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.

Question 6

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **How important was Germany's role in the world affairs between 1919 and 1991?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Brief, generalised, vague answers.** [1-2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: candidates may refer to Germany invading countries.

LEVEL 2 **Apply the following framework:** [3-5]

Award 3/4 marks for a couple of related facts; superficial coverage; weak references to issue of change.

Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to change.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: candidates may focus on German foreign policy in one period, possibly the aggressive expansionism in the 1930s or a poor outline of German foreign policy and attempts to promote Germany's world position.

LEVEL 3 **Apply the following framework:** [6-8]

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.

Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.

The Level 3 descriptor for quality of written communication may be considered here.

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 position in the world.

LEVEL 4 **An effective overview of the main developments with a genuine attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage** **[9-10]**

The Level 4 descriptor for quality of written communication may be considered here.

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 recognise shifts in emphasis and policy in attempting to develop Germany's world position. These might include the contrasting policies of Weimar and Nazi Germany in attempting to promote Germany's position in the world, the conflicting policies of East and West Germany post 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.