



GCSE MARKING SCHEME

SUMMER 2012

HISTORY - STUDY IN DEPTH

GERMANY IN TRANSITION, c.1929-1947

4279/01

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. These are questions 1(e) and either 2(d) and 3(d). 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 4279 – GERMANY IN TRANSITION, c.1929-1947

MARKING SCHEME

SECTION A

Question 1(a)

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

Question: **What does Source A show you about the National Reich Church?** [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:

The church does not look very religious;

It has been Nazified;

The altar contains photographs of Hitler and the Swastika flag;

There is no cross or Bible on show.

Question 1(b)

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

Question: **Use the information in Source B and your own knowledge to explain why propaganda was used by the Nazis after they gained power.** [4]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer; uses content of source only. [1-2]

Eg: it was used because it was as a method of persuasion; the Nazis used the radio and cinema to control public opinion; they also tried to control art, literature and music.

LEVEL 2 Development of the content with an attempt to provide some explanation. Needs explanation and background knowledge / context for highest mark. [3-4]

Eg: it was used because it was the main means of indoctrinating / brain washing the German people in Nazi ideology; after 1933 the Nazi regime used propaganda extensively; Goebbels was head of the propaganda Ministry and he was a master of manipulation; all forms of media were used to spread the Nazi message - posters displaying anti-Semitic messages, mass rallies in Nuremberg to show the strength of the Party; radio and cinema used to indoctrinate; culture and the arts were used to project the image of a perfect Aryan race and society; important to secure loyalty to the Nazi regime.

Question 1(c)

Target:	Analysis and evaluation of source material; reaching supported judgements		
Mark allocation:	AO1	AO2	AO3
5		1	4

Question: **How far does Source C support the view that the Jews were treated harshly in Nazi Germany between 1933-39?** [5]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer; weak reference to content of source only.** [1-2]

Eg: the photograph shows a member of the SA standing outside a Jewish shop; he is stopping people entering; on the window it says 'Germans defend yourselves against Jewish atrocity'.

LEVEL 2 **Discusses content of source with an attempt at a judgement on the extent of support for the view.** [3-4]

Eg: the photograph relates to the boycott of Jewish shops in April 1933; the posters on the window show anti-Jewish propaganda, telling Germans not to buy from Jewish shops; it was the start of an anti-Semitic campaign launched after the Nazis came to power; the picture supports the view that the Jews were being treated harshly.

LEVEL 3 **Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view.** [5]

Eg: the photograph does support the view that life for Jews living in Germany was changing after 1933 but this boycott was not that harsh; it was aimed at humiliating the Jews; worse was to come in subsequent years such as the Nuremberg Laws and Kristallnacht; the source does not give the full picture and is limited only to the start of this process of increasing persecution.

Question 1(d)

Target:	Critical analysis and evaluation of source material; deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
6	2	1	3

Question: **How useful is Source D to an historian studying the reasons why most Germans joined the Hitler Youth Movement?** [6]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer; paraphrases content of source. [1-2]

Eg: it is useful because it says that most young Germans joined the Hitler Youth Movement to be able to take part in a range of activities such as singing, dancing, sport, needlework and going to the cinema.

LEVEL 2 Considers usefulness of the source in terms of its content only.
OR
Deals with some aspects of content; refers to authorship. [3]

Eg: it is useful because it suggests that Youth Movement such as the BdM were popular and most youngsters joined them; they met several times a week and were given the opportunity to take part in a range of activities such as singing, dancing, craftwork and sporting events; they also saw films; the source suggests that youngsters did not regret joining;

Deals with content of source well and begins to consider origin or purpose of the source. [4]

Eg: as above the comments that the quotation is part of an interview in which Frau Schmidt remembers growing up in Germany in the 1930s; it was recorded in the 1980s.

LEVEL 3 Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source. [5]

Gives a reasoned and balanced evaluation, considering utility in terms of issues such as content, origin and purpose of source. [6]

Eg: the source is useful because it alludes to the attractions of joining the youth movement, in this instance the BdM; it was popular as all the class except one joined; the range of activities attracted many - singing, dancing, craftwork, sport, visits to the cinema; the interview was given by a German lady Frau Schmidt, who was a teenager during the 1930s and a member of the BdM; she was giving this interview in the 1980s fifty years after the event; the evidence is primary; the lady has first hand experience but there has been a long time gap which may impact upon reliability / usefulness; as an Aryan she was allowed to join and hence the positive enthusiasm.

Question 1(e)

Target:	Recognition and explanation of different historical interpretation; deployment of knowledge of quality of written communication		
Mark allocation:	AO1	AO2	AO3
8	2	2	4

Question: **Why do Sources E and F have different views about unemployment in Germany between 1933-39?** [8]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer; paraphrases the sources; may contain irrelevancy.** [1-2]

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

Eg: Source E shows how unemployment has fallen sharply; source F says that the figure do not tell the truth and the figures are inaccurate.

LEVEL 2 **Starts to explain the different views in terms of either their content or their authorship; limited development is seen.** [3-4]

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

Eg: developments points made in Level 1 and says that Source E shows how unemployment fell from 6 million in 1933 to just 301,900 in 1939, the graph shows a sharp reduction each year; Source F suggests that the graph in Source E might not be accurate saying that it does not include certain groups such as Jews and women who were not counted as being unemployed; answers concentrate on 'how' the two sources say different things and may make a vague reference to 'why' they differ.

LEVEL 3 **Explains the difference in the views with clear reference to both content and authorship.** [5-6]

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

Eg: Source E clearly demonstrates a sharp reduction in unemployment between 1933-39; it lists the figures for each year, showing a peak of 6,013,612 unemployed in 1933, falling to 301,900 in 1939; the source records official government statistics and the Nazis would want to show how they have managed to cut unemployment quickly and successfully; Source F, in contrast, casts doubt upon the official figures, saying that they do not include all unemployed groups, especially Jews and women; Source F is the view of an American journalist writing in 1936; he was not subject to the censorship enforced in Germany so would tell the true story of unemployment.

LEVEL 4 **Developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; some routine elements still seen.** [7]

Balanced and developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; answer is sophisticated and integrated. [8]

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

Eg: Sources E and F provide differing views of the degree of unemployment in Germany because of their origins; Source E is official statistics issued by the Nazi Government; they would want to project a positive image to show a sharp reduction in unemployment; the information would be censored and it would deliberately only project the 'official' explanation - the Nazis did not count Jews as being German citizens and they viewed women as being 'employed' in the home' Source F, in contrast, is free of the restrictions of censorship; as an American reporter Norman Thomas can look deeper and analyse the accuracy of the official statistics; he concludes that the figures are inaccurate as certain groups such as Jews and women are not counted; writing in an American magazine Thomas had the freedom to report what he thought was the truth; he was outside the Nazi Party machine; the circumstances under which both sources were written thus determines why they differ in their comments on unemployment.

SECTION B

Question 2(a)

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

Question: **What does this photograph show you about Nazi Party rallies?** [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:

*They were huge events, attracting vast crowds of Nazi supporters;
 Lots of Nazi Party symbols on display - Swastika flags and banners;
 Men in their Party uniform;
 Hitler can be seen arriving to great applause;
 Mass rallies were held in Nuremberg each year.*

Question 2(b)

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

Question: **Describe the Night of the Long Knives.** [5]

Use 0 for incorrect or irrelevant answers

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

Eg: it was when Hitler ordered the arrest of people he thought were his enemies; several hundred people were arrested and some were killed.

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

Eg: Hitler ordered the SS to carry out the arrest of leading members of the SA, including its leader Ernst Roehm; it occurred on 30 June 1934; the SA were becoming increasingly powerful and were demanding a greater share of power; Hitler came to view arresting the top SA leaders; over 400 'enemies of the state' were arrested and most were shot, including Roehm.

LEVEL 3 A fully developed description with three or more accurate points made. [5]

Eg: Roehm was planning a second revolution; Roehm wanted to take control of the army; Hitler needed the support of the army generals and they gave him an ultimatum; Hitler decided upon the army over the SA; Hitler used the event to eliminate the last serious challenges to his leadership; it was one of the final stages in the creation of his dictatorship; Hitler now had the support of the army and had dealt with the threat of the SA.

Question 2(c) (i)

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

Question: **Explain why the Weimar Governments of 1929-32 were weak.** [4]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]

Eg: they lacked the power to do things to solve Germany's problems; they were constantly changing; there were many elections; many Germans disliked the Weimar Republic.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3-4]

Eg: they had to face major economic and political problems following the Wall Street Crash and the impact of the Great Depression; they were weak coalition governments; were frequent elections; they used the system of PR which precluded any party from obtaining an overall majority; difficult to get legislation passed through the Reichstag; as unemployment grew governments were accused of being inactive and uncaring; was a rise in extreme parties - Nazis and Communists - both of whom wanted to destroy the Weimar Republic.

Question 2(c) (ii)

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

Question: **Explain why the Reichstag Fire helped the Nazi Party.** [4]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]

Eg: it helped the Nazis because they blamed the fire on the Communists; they arrested a Communist coming out of the building; it helped win support for Hitler and the Nazi Party.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3-4]

Eg: Hitler was able to use the event to blame his main political rivals, the Communists, hoping to reduce their appeal before March election; a young Communist Van der Lubbe was arrested and accused of starting the fire; as Chancellor Hitler was able to persuade President Hindenburg to pass the Decree for the Protection of the People and the State which restricted free speech and the right of assembly, limited the freedom of the press and allowed imprisonment without trial; Hitler used this decree to arrest many Communists and Socialists.

Question 2(d)

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

Question: **Was the impact of the Great Depression the main reason why Hitler became Chancellor of Germany in January 1933?** [10]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer, simple response which offers little support;** [1-2]

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

Eg: yes, the Great Depression helped Hitler get to power; he promised to solve Germany's problems; many Germans liked what he promised.

LEVEL 2 **To distinguish between 3 and 5 marks apply the following framework.** [3-5]

For 3-4 marks: A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support

For 5 marks: A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support

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

Eg: answers will tend to agree that the Great Depression was the main reason Hitler got to power; in simple terms no Crash in 1929 no Hitler in 1933; they will begin to discuss the economic problems caused by the Crash and the impact of the Great Depression; mention may be made of other important factors such as the appeal of Hitler himself; his image and his message; the role of the SA.

LEVEL 3 **To distinguish between 6 and 8 marks apply the following framework.** [6-8]

For 6-7 marks: A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

For 8 marks: A two-sided answer with good contextual support but lacking some detail or balance.

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

Eg: answers will identify a number of factors and discuss them in some detail; the economic collapse of 1929 created the conditions for the rise of Nazism in Germany; the Great Depression caused a massive rise in unemployment, 6 million by 1932; many voters became frustrated by the failures of Weimar Governments to tackle the serious economic issues; but it was not just the Great Depression - Hitler was an important factor; he was a good public speaker, he played his audiences and told them what they wanted to hear; he offered them jobs and hope; he promised to deal the Communists; the role of the SA in dealing with political opposition; Goebbels and propaganda.

LEVEL 4 **To distinguish between 9 and 10 marks apply the following framework.**
[9-10]

For 9 marks: A reasoned two-sided answer with good balance, using mostly accurate and relevant historical support.

For 10 marks: A reasoned two-sided answer with good balance, using fully accurate and relevant historical support and with a clear judgement.

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

Eg: answers will provide a reasoned evaluation covering a broad range of factors; the impact of the Great Depression will be evaluated in terms of creating the right economic and political conditions to convince millions of Germans to vote for the extreme parties; the rising unemployment and the failures to the Brüning, von Papen and von Schleicher governments; political scheming 1932-33; these events will be evaluated against other factors; the sharp rise in electoral support for the Nazi Party 1928-32; the attraction of Hitler and his policies/promises; the role of Goebbels and propaganda; the role of the SA in dealing with political opposition especially from the Communists; at the highest level the answer will conclude with a reasoned judgement upon the set question.

Question 3(a)

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

Question: **What does this photograph show you about the Allied bombing raids on German cities?** [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:

*This photograph shows the effects of carpet bombing;
 Large parts of the city of Hamburg have been completely destroyed;
 Many buildings are just piles of rubble;
 The damage is very extensive, even standing buildings are just shells with no glass in windows.*

Question 3(b)

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

Question: **Describe what happened to Germany between 1945 and 1947.** [5]

Use 0 for incorrect or irrelevant answers

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

Eg: Germany lost the war; the Nazis were defeated; Hitler was dead; Germany was divided.

LEVEL 2 A more detailed description with up to two accurate points made. [3-5]

Eg: following the surrender of the Nazi regime in May 1945 the allied armies divided Germany into four zones of occupation; Berlin was also divided into four zones; the surviving Nazi leaders were put on trial; a programme of denazification was started.

LEVEL 3 A fully developed description with three or more accurate points made. [5]

Eg: develops the points made in Level 2 in more detail; the four allied powers - Britain, France, Russia and USA - now took charge of Germany and divided the country into four zones of occupation as agreed at the Yalta and Potsdam conferences; the surviving Nazi leaders were put on trial at Nuremberg between Nov 1945 and Oct 1946; a programme of denazification was started and the Nazi Party was banned; by 1947 Germany was dividing into two ideological spheres - capitalist and Communist and the three western zones were about to be merged.

Question 3(c) (i)

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

Question: **Explain why the Nazis carried out the Final Solution.** [4]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]

Eg: it was part of the Nazi campaign against the Jews; Jews were seen as being evil; the Nazis wanted to get rid of all Jews from Germany and the countries it had conquered; the war made it easier for them to use more extreme measures.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3-4]

Eg: the Nazi invasion of Poland in 1939 brought 3 million Jews under Nazi control and the invasion of Russia in 1941 5 million; to start with Jews were herded into ghettos but these were becoming increasingly crowded; the mass killings by Einsatzgruppen units were considered to be too slow; they needed a faster method of extermination; Jan 1942 Wannsee Conference came up with the 'Final Solution' which authorised the development of the gas chamber.

Question 3(c) (ii)

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

Question: **Explain why there was opposition to Nazi rule from some young people.** [4]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]

Eg: they disliked being told what to do; they did not want to follow Nazi rules and regulations; they wanted to have the freedom to listen to what music they liked and not have to join the Hitler Youth Movement.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3-4]

Eg: young people rejected the severity of Nazi rule; they resented being forced to join the Hitler Youth Movement and to accept restrictions on social and cultural activity; the Swing Youth wanted to listen to British and US music especially Jazz; the Edelweiss Pirates objected to the Nazi control of every aspect of the lives of young people; the White rose group attempted to make Germans aware of the atrocities of the regime especially against Jews and Poles; they wanted to make ordinary Germans aware of what was really going on.

Question 3(d)

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

Question: **Was life on the Home Front always hard for the German people during the war, 1939-45?** [10]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer, simple response which offers little support;** [1-2]

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

Eg: yes because their cities were bombarded; food was rationed; hard to get certain items; there will be no awareness of the fact that conditions changed as the war progressed.

LEVEL 2 **To distinguish between 3 and 5 marks apply the following framework.** [3-5]

For 3-4 marks: A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

For 5 marks: A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

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

Eg: answers will tend to agree that conditions were hard for the German people throughout the war years; mention will be made to such hardships as rationing, food shortages, bombing of cities, evacuation of children; there may be some indication that conditions got harsher as the war progressed but the support will be thin; may identify that conditions for some were bad throughout the war - the Jews.

LEVEL 3 **To distinguish between 6 and 8 marks apply the following framework.** [6-8]

For 6-7 marks: A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

For 8 marks: A two-sided answer with good contextual support but lacking some detail or balance.

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

Eg: answers will begin to differentiate, denoting that conditions at the start of the war in 1939 were different to those at the end in 1945; examples will be given to support this - few hardships in the early years when the war was going well for Germany, life in the cities went on much as it had done pre-1939; change became more apparent after the defeats of 1942-43; increased bombing raids which caused considerable damage; increased rationing resulting in food shortages; introduction of Total War economy - people to play a part in the war effort; may identify that for groups such as the Jews and gypsies conditions were bad throughout the war and grew even harsher post 1942.

LEVEL 4 **To distinguish between 9 and 10 marks apply the following framework**
[9-10]

For 9 marks: A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical detail.

For 10 marks: A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

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

Eg: answers will provide a reasoned evaluation, clearly differentiating between the two phases of the war of the Home Front; between 1939-42 the war had only limited impact and life went on much as it had done before; the Home Front benefited from the victories in Europe; there was little bombing of Germany itself and the rationing was not that severe; change began following the turn of the tide of the war c. 1942; defeats on all fronts put added pressure on the German war machine; women were drafted into the factories; Total War policy was introduced; formation of People's Home Guard to defend German cities from invasion; increased bombing raids which caused high civilian deaths and damage to infrastructure; increasing economic hardship - more rationing, food shortages, appeals for people to donate clothes and precious metals; situation grew more critical following allied invasions of 1944-45; for some groups living in Germany life was hard throughout the war years - Jews, gypsies etc, but grew even more extreme following the introduction of the Final Solution programme; at the highest level the answer will conclude with a reasoned judgement upon the set question.