



GCSE MARKING SCHEME

SUMMER 2013

**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 2013 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:	Comprehension of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about some German girls in the 1930s?** [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 girls in uniform
shows girls marching
shows girls carrying party banners
in an organised group/disciplined

Question 1(b)

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe the reunification of Germany by 1991.** [4]

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

Eg: The Berlin Wall was taken down as the Cold War came to an end.

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

Eg: Answers might include reference to collapse of Soviet control over Europe, the fall of the Berlin Wall, the refugee crisis, the role of Helmut Kohl, the merging of economic zones and the treaty of October 1991.

Question 1(c)

Target:	Selection of knowledge; understanding 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 economy of West Germany changed after 1945.** [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 millions of Germans were homeless and factories were destroyed whereas Source C says that industrial production had increased.

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 says that millions of Germans were homeless and factories were destroyed and that by 1946 Germany was producing just 25% of its 1936 level whereas Source C says that between 1948 and 1964 industrial production had increased by 600%.

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

Eg: Source B says that the war had devastated Germany with millions homeless and factories destroyed. Answers may refer to the impact of air raids and the destruction of the economy. Source C shows that Germany had been transformed as a result of Adenauer's "economic miracle" which brought recovery.

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: The economy of West Germany changed after 1945 for several reasons. Source B describes the devastation caused by the war in terms of homelessness, destruction of factories and that industrial production had dropped to just 25% of that in 1936. Source C shows the rapid industrial development between 1948 and 1964 as a result of Germany's economic regeneration which was dubbed Adenauer's "economic miracle". There may be reference to the use of Marshall Aid, political and economic co-operation with the allies and the modernisation of German industry.

Question 1(d)

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

Question: **How important was the Depression in the rise to power of Hitler?** [8]

Use 0 for incorrect or irrelevant answers

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

Eg: The Depression led to unemployment and misery which helped the Nazis gain power.

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

Eg: The Depression led to a huge rise in unemployment as factories closed down and people became homeless. Farmers also suffered as food prices fell. The Depression helped the Nazis because Hitler promised to solve the problems caused.

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 discuss the importance of the Depression and how people became desperate and turned to extremist parties like the Communists and the Nazis. There should be reference to how Hitler played on the misery of the Depression and the fear of Communism and promised to tackle unemployment which led to an increase in support for the Nazis.

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 importance of the Depression on the rise of the Nazis. The focus should be on how Hitler represented strong leadership in contrast to the indecisiveness of the Weimar politicians. There should be reference to how Hitler offered solutions to the Depression and how the Nazis represented order at a time of unrest. Candidates may refer to financial support from the business sector leading to a judgement that the Depression was a vital factor in Hitler securing power but this is not essential in the answer.

Question 2(a)

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

Question: **What does Source A show you about Germany in 1944?** [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 the effects of bombing
shows buildings in ruins
shows town and cities were targets.
Germany was bombed during the war.

Question 2(b)

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe life in East Germany during the 1950s.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: Life was harsh because East Germany was controlled by the Russians and many left for a better life.

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

Eg: Life was harsh with poor pay leading to strikes and the Berlin uprising of 1953 which was brutally put down by the Soviets. There may be reference to the flow of refugees to the West and to the strengthening of frontiers. Responses should mention the economic austerity and political repression of the time.

Question 2(c)

Target:	Selection of knowledge; understanding 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 rights of German citizens had changed by 1936.** [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 people had freedom of speech and political beliefs in the 1920s whereas Source C shows political opponents being arrested in the 1930s.

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 says that the Weimar Government gave people political freedom in the 1920s whereas Source C shows that people's rights had changed when the Nazis were in power.

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 suggest why change was happening by referring to the Weimar constitution granting freedom of political belief in Source B and how Hitler used his power as a dictator to arrest and imprison political opponents as shown 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 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 refer to how Germany became a democracy after the First World War and granted free speech and freedom of political thought as shown in Source B. Source C shows how the situation had changed on Hitler taking power and how he used his position as dictator to arrest and imprison opponents without trial. There may be reference to the suspension of civil liberties and the banning of political parties as Germany was transformed from a democracy into a dictatorship.

Question 2(d)

<i>Target:</i>	<i>Selection of knowledge; analysis of key concepts</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
8	4	4	

Question: **Why was the Second World War a turning point in the treatment of Jews by the Nazis?** [8]

Use 0 for incorrect or irrelevant answers.

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

Eg: Jews were treated badly in the 1930s and sent to death camps in the 1940s.

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

Eg: Answers will confine themselves to largely descriptive accounts with some attempt to explain how the treatment of Jews changed; they may mention the measures taken to restrict their rights and personal freedom.

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 discuss the treatment of Jews in the period in terms of them being dismissed from jobs, forced to wear badges and having shops boycotted together with references to ghettoisation and extermination during the war; there should be reference to their treatment getting progressively worse.

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 treatment of Jews in the period. There should be mention of the erosion of personal freedom and civil rights with reference to the Nuremberg Laws, the lasting impact of Kristallnacht and the war as a turning point in intensifying the persecution of Jews with reference to ghettoisation, the actions of the Einsatzgruppen and mass genocide in the Final Solution.

Question 3(a)

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

Question: **What does Source A show you about Berlin in 1961?** [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 Berlin divided into sectors

shows that Berlin was split into East and West.

credit reference to the Berlin Wall.

Question 3(b)

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe the occupation of the Ruhr in 1923.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: French and Belgian troops marched into the Ruhr and took over factories.

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

Eg: French and Belgian troops marched into and occupied the industrial heartland of Germany in retaliation for non-payment of reparations. There may be reference to the calling of a general strike and passive resistance by the Germans and to French brutality during the occupation. Credit reference to the occupation leading to hyperinflation.

Question 3(c)

Target:	Selection of knowledge; understanding 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 situation in the Rhineland changed between 1919 and 1936.** [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 German soldiers were not allowed in the Rhineland whereas Source C shows German soldiers marching into the Rhineland in 1936.

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 says that German troops were not allowed within 50 kilometres of the Rhine and that the allies were to occupy the area of 15 years. Source C shows that Hitler ignored the Treaty of Versailles and invaded the Rhineland.

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

Eg: Source B says that under the terms of the treaty of Versailles the Rhineland was demilitarised and German troops were not allowed within 50 kilometres of the Rhineland whereas Source C shows that Hitler felt confident enough to ignore the Treaty of Versailles and invaded the Rhineland. His confidence was based on the perceived weakness of the allies at this time.

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: The situation in the Rhineland greatly changed by 1936. Source B refers to the demilitarisation of the Rhineland under the terms of the Treaty of Versailles whereas Source C shows that by 1936 Hitler was confident to break the Treaty of Versailles and the Locarno agreement and marched into the Rhineland. There may be reference to how the situation had changed with reference to British lack of opposition and the reluctance of the French to act without Britain. Credit reference to the growing feeling that Germany had a right to remilitarise its own territory.

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: Answers 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 West Germany. Candidates may refer to periods of intense nationalism and reconciliation with other countries and periods of economic prosperity and hardship.

Examiners are also expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question 5

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
13	4	6	3

Question: **How far did the lives of the German people develop between 1919 and 1991?** [13]

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: Answers may refer to the period as a time of great change 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 development.

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

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

Eg: Answers 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 development.

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 development.

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

Eg: Answers 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 reunification. There will be little attempt however to differentiate between the contrasting experiences of the German people.

LEVEL 4 **An effective overview of the changes with a genuine attempt to discuss issue of development; 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: Answers 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 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 and the differing experiences of West and East Germans.

Examiners are also expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question 6

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
13	4	6	3

Question: **How significant was Germany in foreign affairs between 1919 and 1991?** [13]

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: Answers 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 significance.

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

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

Eg: Answers 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 significance.

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 significance.

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

Eg: Answers 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 significance; 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 recognize 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 toward Ostpolitik and the eventual merging of the two Germany's rehabilitation as an important world power.

Examiners are also expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.