



GCSE MARKING SCHEME

SUMMER 2013

**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 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 particular questions. These are question 1(e) and either 2(d) or 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 4279/01 GERMANY IN TRANSITION, 1929-1947
MARKING SCHEME**

QUESTION 1

Question 1 (a)

<i>Target:</i>	<i>Understanding of source material</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
2			2

Question: **What does Source A show you about the treatment of leading Nazis at the end of the Second World War?** [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 leaders are on trial

They are being guarded by soldiers

The leading Nazis left alive after the war are there

The trial is in the city of Nuremberg

Question 1 (b)

<i>Target:</i>	<i>Understanding of source material; recall and deployment of own knowledge</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
4	2		2

Question: **Use the information from Source B and your own knowledge to explain what conditions were like in Germany during the early years of the war.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Paraphrases content; weak use of content only. [1-2]

Eg: Source B shows that there was plenty of food taken from other countries; there are enough clothes for people.

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: The source shows that Germany plundered goods from the conquered territories; there was plenty of food and clothing. Goods were taken from Western Europe as Germany ripped off the occupied countries e.g. wine/food were stolen from France. Slave labour was used to produce goods.

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 army was a serious threat to the Nazis during the final years of the war?** [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: The source shows a room that has been destroyed; it shows that people tried to kill Hitler.

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

Eg: The source shows the conference room in the Wolf's Lair soon after the failed Bomb plot to kill Hitler. Leading Nazis are shown in the photograph inspecting the damage. The plot, Operation Valkyrie, was by leading officers in the German Army. The source certainly shows that the army was a serious threat.

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.** [4-5]

Eg: To a large extent, the source does support the view that the greatest threat was from the military as it shows the aftermath of the July Bomb Plot, the attempt that came closest to killing Hitler, planned and executed by leading military men such as Claus Von Stauffenberg. The Nazi authorities obviously saw the incident as very serious, as shown by the barbaric punishment meted out to the perpetrators. The source however only shows one discontented army group. Most soldiers remained very loyal to Hitler and remained committed to the Nazi regime.

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 effects of Allied bombing on Germany?** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Source D is useful as the woman describes how Berlin was destroyed by bombing. Not one building was left.

LEVEL 2 **Considers usefulness of the source in terms of its content only.**
OR
Deals with some aspects of content; copies/paraphrases attribution. [3]

Eg: Source D is useful as it describes the effect bombing had on German cities. The buildings were destroyed and Berlin is described as a ghost town.

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

Eg: As above but discusses that it was written by a British woman describing her experience of living in Germany during the war. She is writing after the war has finished.

LEVEL 3: **Gives an imbalanced evaluation, considering usefulness in terms of content, origin and purpose of source.** [5]

Gives a reasoned and balanced evaluation, considering usefulness in terms of content, origin and purpose of source. [6]

Eg: Source D is useful as it describes the devastation that bombing had on German cities such as Berlin. Houses were destroyed and people were left homeless. The extract is from a book which outlines a British woman's experience of war. Although British her view is useful as she is married to a German and experienced the bombing. She visited Berlin after a bombing raid. The evidence is primary; the lady has first-hand experience of living in Germany during the bombing of major cities. The book was written 20 years after the end of the war, which may impact on its reliability/usefulness.

Question 1 (e)

Target:	Recognition and explanation of different historical interpretations; deployment of knowledge;		
Mark allocation:	AO1	AO2	AO3
8	2	2	4

Question: **Why do Sources E and F have different views about life in Germany in the later stages of the war?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources rambles off the point.** [1-2]

Eg: Source E shows how Germans will fight until the end. Source F says that by the end of the war Germany was in a bad state.

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

Eg: Answers will acknowledge that Source E shows that Germans were prepared to fight and battle to ensure a total victory. Source F, however states that Germany was in tatters, with people scavenging for food and refugees everywhere. Source E is propaganda and cannot be trusted to look at how life had changed. The answers will concentrate on how the sources are different with only vague reference to 'why'.

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

Eg: Source E clearly shows that Germans were being encouraged to fight until the end. Goebbels is encouraging Germans to strive for total victory. Source F, on the other hand, paints a realistic picture of Germany at the end of the war. Source E is the view of Josef Goebbels, Minister of Propaganda. His role was to control propaganda. Source F was written by historian who published his book in 1996. His view would have been researched and is not likely to be biased.

LEVEL 4 **Developed explanation with good support from the sources and own knowledge; detailed consideration of the attributions 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 attributions of each source; answer is sophisticated and integrated. [8]

Eg: Source E and F provide differing views of Germany during the later years of the war because of their origins. Source E is by Goebbels, the Minister of Propaganda whose job it is to encourage and raise morale during the war years. He would want to project a positive image of the war. The speech is referring to Total War. Source F however discusses the real effect of Total War, and the reality faced by many Germans. Source F is written by a modern historian who would have had time to research in detail and reflect with hindsight. Ben Walsh published his book many years after the event; his book is aimed at GCSE students. He would have had access to a range of documents and he can give a reasoned opinion of the condition of Germany in 1945. The circumstances under which both sources were written thus determines why they differ so much in their comments on Germany during the later years of the war.

Question 2 (a)

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

Question: **Describe the main ideas of Hitler which were outlined in Mein Kampf.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: This was a book written by Hitler. The book describes his hatred of various group; the book contains his main ideas.

LEVEL 2 A more detailed and accurate description. [3-4]

Eg: This was a book that outlined the vision Hitler had for a New Germany. The book outlines his hatred of democracy, Communism and Jews. It outlines the way Hitler wanted to conquer the territories lost after Versailles. He described his aim of Lebensraum. Politicians are blamed for the loss of the First World War.

Question 2(b)

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

Question: **Explain why many people voted for the Nazi party in the early 1930s.** [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: Millions of Germans were unemployed; people were worried about the worsening economic conditions; the Nazis promised work; the Nazis used propaganda.

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

Eg: People turned to the Nazis because they offered help/policies to put people back to work; may allude to other factors such as leadership of Hitler; many feared the communists; the Weimar government was weak; Goebbels and his use of propaganda appeal of Hitler.

LEVEL 3 Full explanation: focussed and explaining a range of factors. [5]

Eg: The depression created the right conditions - unemployment was 6 million at its peak, hardship and poverty, feeling of helplessness; after 1930 the Nazis appeared new, fresh and capable of restoring order to Germany. Several factors were important including the leadership of Hitler; the role of the SA in dealing with communists/political opposition; the propaganda campaign such as Hitler's use of the aeroplane during the presidential campaign; the effective use of propaganda by Goebbels; the Weimar Governments were weak and indecisive.

Question 2(c)

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	4	

Question: **How important was the Enabling Act in Hitler's consolidation of power?** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised reference to the key concept of historical context; weak or implied knowledge shown.** [1-2]

Eg: The Enabling Act gave Hitler more power, it enabled Hitler to do things and pass laws.

LEVEL 2 **Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained.** [3-4]

Eg: The Enabling Act was important because it allowed Hitler to pass laws without consulting the Reichstag; the Act seriously weakened the power of any opposition. The Act made sure democracy in Germany was finished.

LEVEL 3 **Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation.** [5-6]

Eg: The Enabling Act was a crucial part of the Nazi consolidation of power, it was the foundation stone of the Third Reich; the Enabling Act gave Hitler the power to create his dictatorship. He used the powers to ban trade unions, opposition parties, and freedom of speech. It allowed Hitler to dismantle the Weimar Republic. Many people were sent to concentration camps.

QUESTION 3

Question 3

Target:	Recall and deployment selection of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
13	4	6	3

Question: **Did the Nazis improve life for all people in Germany between 1933 and 1939?** [13]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; simple explanation which offers little support; poor quality of written communication.** [1-2]

Eg: Yes, most did; people were provided with jobs and now had money. Answers may hint at a counter argument that some groups were badly treated, but little support.

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.

At Level 2, quality of written communication will be sound, with some faults.

Eg: Answers will tend to agree with the premise that many Germans did benefit; life was better now than during the years of the Weimar Republic; there were steady wages; the economy improved. They may consider the counter argument - not all Germans did well - may allude to Jews; some women lost out on careers.

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.

At Level 3, quality of written communication will be good, with few faults.

Eg: Answers will identify a number of factors and discuss them in some detail. Improvement depended upon ethnic background and personal circumstances; Public work schemes gave work to the unemployed; Aryans generally did well; they had jobs, and a steady income, there were subsidised leisure activities through Kdf; there was strong government and leadership. Will refer to the changing role of German woman which some resented; Some groups did not do well such as Jews, gypsies and political enemies of the state .

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.

At Level 4, quality of written communication will be very good, with very few faults.

Eg: Answers will provide a reasoned evaluation covering a broad range of factors/examples. Many Germans did benefit from Nazi rule; unemployment fell in a short space of time and millions of Germans found jobs in public works, the RAD; The DAF controlled conditions for workers and loyal party members and workers were rewarded with benefits through the Kdf and rewarded with cheap holidays, cruises, the Volkswagen car. However, not all Germans benefited from Nazi rule especially the Jews; the SA organised a boycott of Jewish shops in 1933; after the Nuremburg Laws of 1935 Jews lost their German citizenships; Kristallnacht (1938) led to the death of many Jews; Other groups were also targeted such as coloured people, gypsies, homosexuals, Jehovah witnesses, mentally ill and physically disabled were targeted as impure. Many women resented having to give up their jobs and becoming housewives. Workers lost any representation and the working day increased. There was great loss of personal freedom and fear of the SS and Gestapo.

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.