



GCSE MARKING SCHEME

SUMMER 2014

**HISTORY – OUTLINE STUDY
UNIT 3: THE DEVELOPMENT OF GERMANY,
1919–1991
4284/01**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 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

PAPER 4284/01
UNIT 3: THE DEVELOPMENT OF GERMANY, 1919–1991

MARKING SCHEME

Question 1(a)

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

Question: **What does Source A show you about how Germany was affected by 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:

Shows that the Rhineland was de-militarised
Shows that land was lost e.g. Alsace-Lorraine
West Prussia

Question 1(b)

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

Question: **Describe how the Allies dealt with Germany at the end of the Second World War.** [4]

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

e.g. Candidates may refer to the division of Germany into occupied zones and the emergence of East and West Germany. There may be reference to the treatment of war criminals.

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

e.g. Candidates may refer to the Yalta and Potsdam conferences and to the division of Germany into zones of occupation. There will be an attempt to focus on the de-Nazification of Germany and to the Nuremberg Trials.

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 Nazis changed their methods of achieving power between 1923 and 1933.** [6]

Use 0 for incorrect or irrelevant answers

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

e.g. Source B shows the Munich Putsch of 1923 when the Nazis tried to take power and source C says that by January 1933, Hitler had become chancellor by legal means.

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.

e.g. Source B shows the Nazi attempt to take power by force by staging an armed uprising in Munich in 1923 which failed, whereas Source C says that by 1933, Hitler had changed his methods and become chancellor by using legal and democratic means.

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

e.g. Answers will begin to explain why Hitler changed his methods after the failure of the Munich Putsch. There should be reference to his imprisonment and to the realisation that he would have to use mostly legal means and how he broadened the appeal of the Nazi party and became the largest single party in the Reichstag, which led to him becoming chancellor in 1933.

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.

e.g. Answers will focus more sharply on the reasons why Hitler changed his methods. Source B shows that in 1923, Hitler thought it opportune to take power and staged an uprising in Munich. The putsch failed and, while in prison, Hitler decided to change his strategy and gain power constitutionally by the ballot and not the bullet. There should be reference to how Hitler built up the party, widened its appeal and become the largest single party in the Reichstag. Source C says that by 1933 and after some political manoeuvring, Hindenburg invited Hitler to become chancellor. This had been done by legal and democratic means.

Question 1(d)

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

Question: **How successfully did the Nazis consolidate their power in Germany between 1933 and 1939?** [8]

Use 0 for incorrect or irrelevant answers

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

e.g. There will be mention of Hitler becoming leader of Germany in 1933 and how he used terror to hold on to power. Everyone and everything in Germany was controlled by the Nazis.

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

e.g. Candidates will provide largely descriptive accounts of Hitler's rise from chancellor to dictator. There may be reference to events such as the Reichstag Fire, passing of the Enabling Act, the Night of the Long Knives and the death of Hindenburg.

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.

e.g. Responses will track Hitler's rise to dictatorship but there will be more of an attempt to analyse the significance of the Enabling Act as the foundation stone of the Third Reich as civil liberties were suspended, trade unions abolished and political parties disbanded. There should be reference to how the Nazis maintained power by the use of terror and propaganda.

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

e.g. Responses will build on Level 3 and there will be a greater attempt to explain and analyse the Nazi seizure of total power in Germany. Responses will focus on the effects of the Enabling Act and how Hitler gained the support of the army following the Night of the Long Knives and the elimination of political rivals. There should be reference to the creation of a police state, control of the legal system and to control over all aspects of political, economic and social life. There should be reference to the use of propaganda and censorship as a means of maintaining control.

Question 2(a)

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

Question: **What does Source A show you about the lives of young Germans in the 1930's?** [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 domestic science lessons
Shows boys doing physical training

Credit reference to the Nazi aim of domesticating girls and the importance of physical and military training of boys.

Question 2(b)

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

Question: **Describe the treatment of the Jews by the Nazis during the Second World War** [4]

Use 0 for incorrect or irrelevant answers.

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

e.g. They were treated harshly, made to live in ghettos and later sent to death camps and exterminated as part of the Final Solution.

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

e.g. Will describe how the treatment of Jews intensified after the start of the war. There should be reference to the ghettoisation the atrocities carried out by the Einsatzgruppen and to the Wannsee Conference as a prelude to the Holocaust.

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 economic situation changed in Germany between 1924 and 1932.** [6]

Use 0 for incorrect or irrelevant answers.

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

e.g. Source B says that Germany was prosperous and that wages and living standards improved whereas Source C says that Germany was in depression in the early 1930's with unemployment at 6.5 million.

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.

e.g. Source B shows economic recovery during the Weimar period whereas Source C shows the effect of the depression in terms of unemployment and industrial output as a result of the Wall Street Crash in the USA.

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

e.g. Answers will begin to explain the contrast between the economic stability and expansion during the Weimar period under Stresemann with the impact of the depression, the withdrawal of US financial support and the economic consequences.

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.

e.g. Answers will focus more sharply on the reasons for economic recovery and rapid industrial growth and the contribution of Stresemann in restoring confidence and securing US financial aid in the form of the Dawes and Young plans as shown in Source B. There should be reference to how recovery was very dependent on US support and investment. There should be reference to the Wall Street Crash, the recall of US loans the onset of depression as shown in Source C.

Question 2(d)

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

Question: **Why was Konrad Adenauer important in the lives of the people of West Germany between 1949 and 1963?** [8]

Use 0 for incorrect or irrelevant answers.

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

e.g. He was important because he brought improvements to Germany in terms of jobs and housing.

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

e.g. Candidates will provide largely descriptive accounts of how Adenauer brought stability to West Germany and transformed it into a modern, industrialised country. There may be reference to the creation of jobs, the building of houses and the move to create a Welfare State.

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.

e.g. Responses will focus more sharply on Adenauer's importance in transforming West Germany from a war ravaged country to a modern, industrialised nation. There should be reference to the 'economic miracle', stability, the creation of a free-market, improvements in living standards and the attempt to bring about a moral re-birth of West Germany.

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

e.g. Responses will build on Level 3 and there will be a greater attempt to explain and analyse why Adenauer was important in the recovery of West Germany. There should be reference to the repair of the physical damage of the war and to him as the catalyst in the political and economic stabilisation and transformation of West Germany. There may be mention of rapid industrial development, the utilisation of Marshall Aid and to how Adenauer sought to develop political, economic and military co-operation in Europe by joining the ECSC and EEC. There may be reference to how he presided over the moral re-birth of Germany and his role in transforming West Germany from a post-war occupied zone to a modern respected independent nation.

Question 3(a)

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

Question: **What does Source A show you about East Berlin in November 1989?** [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 a huge demonstration
Shows a speaker addressing the crowd
Shows demands for freedom, free press, reform, Germans to unite, wall down.

Question 3(b)

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

Question: **Describe the Berlin Blockade and the Berlin Airlift.** [4]

Use 0 for incorrect or irrelevant answers.

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

e.g. Will refer to the blockade and the need to air-lift goods into West Berlin.

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

e.g. Will refer to Stalin's order to cut off all links between East and West Berlin in an attempt to force the allies out of Berlin. There should be reference to the air-lift which lasted 10 months and to Stalin's eventual step down.

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 Germany's position in foreign affairs changed between 1919 and 1929.** [6]

Use 0 for incorrect or irrelevant answers.

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

e.g. Source B says that Germany was a torn country in 1919 and had become an outcast country whereas Source C says that Germany was a reformed nation and was a major European power again.

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.

e.g. Source B says that Germany was a split country as a result of the Treaty of Versailles which was a dictated settlement whereas Source C says that by the end of the 1920's the burdens of the treaty had been lifted and Germany was a major European power again.

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

e.g. Answers will begin to explain the change in status of Germany. Source B says that Germany was an outcast nation as a result of the Treaty of Versailles, whereas Source C says that by the end of the 1920's, Germany's role in foreign affairs had changed as a result of Stresemann's role in improving Germany's international reputation, e.g. became a member of the League of Nations in 1926.

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.

e.g. Answers will focus more sharply on the punitive measures after the First World War in Source B resulting in Germany becoming an outcast nation with reference to Stresemann as chief architect of Weimar foreign policy and his central role in regaining international respect and great power status as shown in Source C when Germany joined the League of Nations. There may be reference to other successes on the foreign front in the 1920's.

Question 3(d)

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

Question: What were the Nazis' main aims in foreign policy between 1933 and 1939? [8]

Use 0 for incorrect or irrelevant answers.

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

e.g. To take back land for Germany and the desire to conquer other countries.

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

e.g. Candidates will provide largely descriptive accounts with a limited attempt to explain aims in foreign policy between 1933 and 1939.

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.

e.g. Responses will focus on aims in foreign policy between 1933 and 1939 with reference to withdrawal from the international disarmament conference, defiance of Versailles, the introduction of conscription and the rearmament of Germany, the reoccupation of the Rhineland in 1936, the Rome Berlin Axis of 1936, the Anschluss of 1938, the annexation of the Sudetenland, the occupation of the rest of Czechoslovakia in 1939, the Nazi Soviet Non–Aggression Pact of August 1939 and the invasion of Poland.

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

e.g. Responses will build on Level 3 and there will be a greater attempt to explain and analyse the reasons for Hitler's aggressive foreign policy in the 1930's, including references to a desire for revenge after the defeat and humiliation of 1918, the concept of pan–Germanism, the desire to create a greater Germany, the search for Lebensraum for economic, racial and ideological reasons, and the desire to destroy Communism in the Soviet Union.

Question 4

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

Question: How successful was Germany's political and economic development between 1919–1991? [13]

Use 0 for incorrect or irrelevant answer.

LEVEL 1 Brief, generalised, vague answers. [1–2]

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

e.g. 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.

e.g. 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.

e.g. Candidates may focus on Germany's political and economic development from democracy to dictatorship and back again with reference to the instability of the 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.

e.g. 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 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.

Examiners are 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

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

Question: **Did the lives of the German people always improve 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.

e.g. 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.

e.g. 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.

e.g. Candidates may focus on workers in the 1920's, Jews in the 1930's, 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.

e.g. 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 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.

Examiners are 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 far did Germany's role in foreign affairs change 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.

e.g. 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.

e.g. Candidates may focus on German foreign policy in one period, possibly the aggressive expansionism in the 1930's 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.

e.g. 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.

e.g. 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's post-division, the shift towards Ostpolitik and the eventual merging of the two Germanys with all the implications for Germany's rehabilitation as an important world power.

Examiners are 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.