



# **GCSE MARKING SCHEME**

**SUMMER 2014**

**HISTORY - STUDY IN DEPTH  
GERMANY IN TRANSITION, 1929-1947  
4279/01**

## 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 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:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	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
<b>Level 4</b>	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, 1919-1947**

**MARKING SCHEME**

**QUESTION 1**

**Question 1 (a)**

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

Question: **What does Source A show you about life for some German people in the early 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:

*People were poor.*

*Mining areas were in a bad way.*

*The house looks to be poorly built.*

*The woman has poor clothing, dirty looking area.*

**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
<b>4</b>	<b>2</b>		<b>2</b>

Question: **Use the information in Source B and your own knowledge to explain why the Enabling Act was important in Hitler's consolidation of power?** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Copies or paraphrases content; weak use of content only.** [1-2]

*Eg: It was foundation of Third Reich, gave Hitler control. He secured tighter control of Germany.*

**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 the cornerstone of the Third Reich, Hitler established a dictatorship as a result. Political parties were banned, no freedom of speech, no trade unions. Hitler could now pass laws without the consent of the Reichstag for 4 years.*

**Question 1 (c)**

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

Question: **How far does Source C support the view that the SA was a threat to Hitler's control?** [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Source C says that Hitler couldn't do as he wanted like a year before. The SA have 3 million men. Rohm is prepared to use force.*

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

*Eg: Shows that the SA was a powerful body in Nazi Germany and that Rohm was therefore strong. There were 3 million SA members and that force would be used if Hitler wasn't reasonable. The author was Ernst Rohm, the leader of the SA and as a result had a clear view of the power and influence of the SA. He suggests that he has friends and therefore influence in the army.*

**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: The source clearly supports the view that the SA was a threat to Hitler's control. The author refers to the 3 million members of the SA and threatens Hitler if he isn't reasonable, clearly stating that force will be used. Rohm was the leader of the SA and therefore a powerful man in Nazi Germany. He felt that the Nazi revolution was too slow and not radical enough. He wanted to take control of the army. The Night of the Long Knives was as a result of this perceived threat to Hitler and the Nazi state. He is discussing the situation with another leading Nazi and clearly supports a view that the SA was a threat to Hitler if the revolution didn't develop as he and the SA would have liked.*

**Question 1 (d)**

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

Question: **How useful is Source D to an historian studying the reasons why people supported the Nazi Party?** [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg: It is useful as the man describes how Hitler made speeches that appealed to many people. Because it says Hitler was a good speaker; he made promises.*

**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 because it shows how talented Hitler was as a public speaker. He can sense the atmosphere in a hall and use it to his advantage. He tells the people there what they want to hear.*

**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 Otto Strasser, a critic of Hitler. It is someone's memories. Source D is written by a German who lived at that time, and tells of a speech given by Hitler. This would make the source useful because it is first-hand evidence.*

**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: The source is useful as it describes the power of Hitler's public speeches. He used these speeches effectively to appeal to many different parts of German society. Hitler was able to use the propaganda appeal of his speeches to spread Nazi ideas. Goebbels orchestrated the public appearances and they were planned in detail. Strasser although a critic of Hitler was able to grasp his power as an orator and the way he was able to get the Nazi message across to his adoring public. He is writing in 1940 and had fled Germany. It provides first-hand evidence why some voted for the Nazis. Other factors were also responsible for gaining the Nazi Party support such as Propaganda, a fear of Communism, the effects of the Great Depression.*

**Question 1 (e)**

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

Question: **Why do Sources E and F have different views about responsibility for the Reichstag Fire?** [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 the Communists were responsible for the Reichstag Fire. Source F says that it was the work of one man.*

**LEVEL 2** **Starts to explain the different views in terms of either their content or their origin; limited development is seen.** [3-4]  
*Eg: Develops points made in level 1 and says that Source E shows that the Nazi leadership were ready for a Communist uprising. Source F however states that there was no planned Communist uprising and that it was the work of one man. Suggests that Source E is from a leading Nazi. The answers will concentrate on how the sources are different with a 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 is the view of Goering and clearly shows that the Nazi leadership thought that the Reichstag Fire was the work of the Communist Party and that a revolution was about to happen. Source F on the other hand paints the picture that there was no Communist Uprising and that the Fire was the work of one man. Source E is the view of Herman Goering, a leading Nazi and therefore biased and anti-Communist. He is also responsible for the police. He is speaking with Hitler and giving his view on the cause of the fire. Source F was written by a historian who published his book in 1987. His view would have been researched.*

**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 the Reichstag Fire because of their origins. Source E is the interpretation of Herman Goering a leading Nazi, who was responsible for the police. He would want to project a positive image of the Nazi response to the Fire. He was there when the Fire happened. He wanted the Fire to be the work of the Communist party.*

*Source F however is the interpretation of a historian to the Fire. He discusses that there was no Communist plot to overthrow the government and that it was the work of a lone arsonist. Marious van der Lubbe. It is by a historian who has researched the topic in detail. He emphasises that Hitler exploited the Fire to the Nazi Party's benefit. Source F is written by a modern historian who would have had time to research and reflect; Stephen Lee published his book many years after the event; his book is aimed at A Level students, written with the benefit of hindsight and he would have had access to a range of documents; He can give a reasoned opinion of the Reichstag Fire. The historian concludes that Hitler exploited the event to the utmost, reflected in the Decree for the Protection of People and State which was passed immediately after the Fire.*

*The circumstances under which both sources were written thus determines why the interpretations differ and why the comments differ as to the cause of the Reichstag Fire.*

## QUESTION 2

### Question 2 (a)

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

Question: **Describe the role of women in Nazi Germany.** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Women were expected to stay at home, be mothers. Role was to be in the kitchen. Lost jobs.*

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

*Eg: Expected to follow the 3 'K's. Kinder, Kuche, Kirche – Children, Kitchen, Church. Role as mothers and guardians of the home. Women had a key role in trying to raise the birth rate. The motherhood cross was given to those women who had many children. However many women lost their jobs.*

### Question 2(b)

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

Question: **Explain why life became more difficult for Jews in Germany between 1933 and 1939.** [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: They were treated harshly, lost jobs, treated as second class citizens.*

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

*Eg: Jewish shops were boycotted. Lost rights as German citizens after the Nuremberg Laws 1935. Kristallnacht in 1938 was an example of life getting increasingly harder for Jews.*

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

*Eg: There was a definite progression from 1933-1939 from harassment to persecution. Jews were immediately persecuted once the Nazis came to power; shops were boycotted, Jews lost their jobs and position in society. The Nuremberg Laws of 1935 led to Jews losing German citizenship and marriage between Jews and Aryans was illegal. Kristallnacht the Night of the Broken Glass, a pogrom led to the death of hundreds of Jews and the imprisonment of thousands. Synagogues were burnt and many businesses destroyed. Many Jews emigrated as a result of the persecution.*



**Question 2(c)**

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

Question: **Why was education important as a means of spreading Nazi ideas?** [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Controlled what was taught; teachers had to do what they were told. Children were brainwashed, told what to believe.*

**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: It was important because there was strict control of the curriculum; control of teachers; strong element of censorship and propaganda, this propaganda led to the brainwashing of young minds. Creation of new types of schools; distinction between education of boys and girls; German Teachers League.*

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

*Eg: It was crucial to control the young. Hitler targeted schools from the outset realising the importance of controlling young minds. Children were brainwashed in school with the Nazification of subjects such as history and biology. Teachers were controlled. Boys were encouraged to compete and racial theories were taught in order to emphasise the superiority of Aryan Germans. Military techniques were taught. Girls were taught the importance of the 3 'K's'. Education was a crucial way of enforcing and spreading Nazi theories.*

### QUESTION 3

#### Question 3

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

Question: **Was life on the Home Front in Germany always difficult during the war years?** [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 because their cities were bombed; food was rationed; hard to get certain items. Shortages. People died.*

**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: Not to begin with but things did get harder as the war progressed; life relatively normal in the early years of the war but when Germany started to lose the war things changed; the situation got worse with the bombing of cities and industrial centres; for certain groups things did not change e.g. Gypsies and 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.

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

*Eg: Two sided answer which identifies two clear phases: between 1939-1942 the war had only a limited impact; little bombing of Germany itself; turn of the tide c.1942 which then saw increasing hardship; bombing raids on cities caused high civilian deaths; increasing economic hardship as the war progressed. Different groups also had a very different experience of war.*

**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.*

*Up to 1942 life on the Home Front was not that bad – only limited bombing/rationing; Germany used the conquered lands for their own economic gain, plundering goods from France, Poland etc Workers were also taken from these countries to work in German factories. Germany was successful in the early years of the war.*

*Change came after 1942 – growing shortages/hardships, increase in bombing raids, harsher rationing. The RAF/USAF bombed Germany to ruin. Germany was losing the War. There was some opposition to the war from groups in Germany. Minority groups were also persecuted e.g. Jews, Gypsies, homosexuals.*

*Total war was declared by Goebbels and life became increasingly difficult for most Germans. Old men and young boys were enlisted into the Volkssturm. By 1945 Germany was in ruins. The war ended with Germany occupied by the Allies and Hitler committing suicide.*

*Different sections of society/groups had radically different experiences during the war. On the whole however life got increasingly harder for most Germans after 1942.*

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

<b>Level</b>	<b>Performance descriptions</b>
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.