



GCSE MARKING SCHEME

SUMMER 2016

**HISTORY - STUDY IN-DEPTH
GERMANY IN TRANSITION, 1919-1947
4271/04**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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 2(c) and question 3. 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 4271/04

UNIT 1: STUDY IN-DEPTH

GERMANY IN TRANSITION, 1919-1947

MARKING SCHEME

QUESTION 1

Question 1 (a)

| | | | |
|------------------|----------------------------------|-----|-----|
| Target: | Understanding of source material | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 4 | | | 4 |

Question: **What do Sources A and B suggest about how the Allies dealt with Germany after 1945?** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer, paraphrasing or describing sources only.** [1-2]

Eg: Source A shows that the Allies wanted to get rid of Germany's Nazi past. They were punished.

Source B shows how Germany was divided at the end of the war. Germany was spilt into different sectors.

LEVEL 2 **Uses the content of both sources in their historical context. If answer is imbalanced in use of sources award 3 marks.** [3-4]

Eg: Source A shows how the Allies set about de-Nazifying Germany in 1945, ridding Germany of its Nazi past. The Allies wanted to destroy Nazism forever. The Nazi leaders were put on trial for war crimes. Nazi leaders were arrested and tried for war crimes. Former Nazis were removed from positions of influence. Millions of school textbooks were destroyed and a new curriculum was introduced.

Source B shows how Germany was divided into sectors. Germany was divided into four temporary occupation zones, roughly based on the locations of the Allied armies. The German capital, Berlin, was also divided into four sectors: the French sector, British sector, American sector and the Soviet sector.

Question 1 (b)

| | | | |
|------------------|--|-----|-----|
| Target: | Understanding of source material; recall and deployment of own knowledge | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 6 | 4 | | 2 |

Question: **Use Source C and your own knowledge to explain why some young people opposed the Nazis during the war.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; copies or paraphrases source material; uses content of source only.** [1-2]
Eg: Some young people didn't like the Nazis. They didn't like the war and many joined gangs.

LEVEL 2 **Understands content of the source with some background knowledge.** [3-4]
Eg: Some young people disliked the way the Nazis tried to control their lives. Groups / gangs such as the Edelweiss Pirates appeared during this period. Many such as the Swing Youth went to bars and nightclubs and listened to swing / Jazz music which was banned in Nazi Germany. Some criticised the war e.g. the White Rose Group.

LEVEL 3 **Clear use of the content of the source with accurate and detailed background knowledge used to explain the issue.** [5-6]
Eg: Not all young people liked the way the Nazis tried to control all aspects of their lives. They disliked the way education and youth movements were used to control the young. The White Rose group, which was set up by Hans and Sophie Scholl opposed the way Germany was fighting the war. They produced pamphlets criticising the atrocities committed on the Eastern Front. Other groups such as the Edelweiss Pirates rejected some of the activities of the youth movements, wearing different clothing and beating up Hitler Youth patrols. They also provided opposition to the war, collecting Allied propaganda and providing shelter to army deserters. The Swing groups wanted to listen to banned music, often meeting in bars and nightclubs, playing American black and Jewish music and swing.

Question 1 (c)

| | | | |
|------------------|--|-----|----------|
| Target: | Understand, analyse and evaluate source material: recall and deployment of own knowledge | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 8 | 2 | | 6 |

Question: **How useful are Sources D and E to an historian studying Nazi propaganda during the Second World War? [8]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Comprehends content of the sources; little focus on utility. [1-2]

Eg: so they could control people; they wanted to tell the German people their ideas and control their beliefs/thoughts. Source D wants to fight until victory. Source E describes how propaganda kept spirits high.

LEVEL 2 Considers usefulness of the sources in terms of both their content and their authorship. [3-4]

Eg: Source D is by Josef Goebbels the Minister of Propaganda and therefore will be biased. He is writing in 1943 and wants total victory. Source E is from a school revision website. It will be researched. It describes the role of propaganda in raising morale and developing a fear of communism.

LEVEL 3 Evaluates both sources in context with some imbalance; reaches conclusion regarding utility for the set enquiry. [5-6]

Eg: Source D is by Josef Goebbels the Minister of Propaganda. This is a speech where he, as Minister of Propaganda is trying to urge Germans towards Total War. He is writing in 1943 after Germany was beginning to lose the war. His aim is to raise morale and urge Germans towards victory. Source E is from the BBC, a respected company. It is a revision guide for GCSE history. It is likely to be written by an historian although the historian is not named. It describes how the Nazis used the fear of the invading Russians to encourage Germans to fight until the end.

LEVEL 4 **Evaluates both sources regarding the specific historical context; reaches reasoned and substantiated judgement regarding their utility for the set enquiry.** **[7-8]**

Eg: Source D is by Josef Goebbels the Nazi Minister of Enlightenment and Propaganda. He was in charge of all censorship and propaganda; he controlled what was printed and broadcast and was the master of manipulation. This is a speech where he, as minister of Propaganda is trying to urge Germans towards Total War. He is writing in 1943 after Germany was beginning to lose the war, in particular after the Battle of Stalingrad. His aim was to raise morale and urge Germans towards Victory. This source is useful to understand the role played by propaganda in raising morale and raise production towards the war effort after 1943. It is a clear reference to the change in policy after 1943. Propaganda was key to keep Germans working towards the war effort.

Source E is written by historians for the BBC and is likely to be well researched and have the benefit of hindsight. The BBC is an unbiased institution and the source has been produced for educational reasons. The purpose of the source is as a revision guide and as a result it may be simplified. It is also targeted towards pupils at GCSE level which may also lead to simplification. It refers to the role of propaganda in keeping spirits high. There is a reference to Total War and the war effort with the importance of propaganda in playing on the fear of the invading Russian army at the end of the war. It is useful to describe the role played by propaganda in ensuring that Germans fought until the bitter end.

QUESTION 2

Question 2 (a)

| | | | |
|------------------|------------------------------------|-----|-----|
| Target: | Recall and deployment of knowledge | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 4 | 4 | | |

Question: **Describe the role of the SA.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: They were Nazi soldiers. The SA wore brown shirts and fought against the enemies of the Nazi Party.

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

Eg: The Sturmabteilung's use of violent intimidation played a key role in Adolf Hitler's rise to power. Hitler's stormtroopers were often former members of the Freikorps and used violence against their rivals. They would parade/march through the streets of Germany's cities and towns and protected Nazi Party meetings. They attempted a revolution in Munich during the 1920s. The Nazis encouraged the SA to carry out acts of violence against Jews and left-wing political opponents. They would boycott Jewish businesses. They were assigned the task of winning the battle of the streets against the Communists and during the early days of the Nazi regime, the SA carried out unchecked street violence against Jews and Nazi opponents. They were led by Ernst Rohm.

Question 2 (b)

| | | | |
|------------------|--|-----|----------|
| Target: | Understand and analyse source material; recall and deployment of knowledge | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 6 | 2 | | 4 |

Question: **Why was Source F produced in 1932?** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Comprehends content of the source; little focus on why it was produced.** [1-2]

Eg: The source was produced to show that the Nazis would give Germans work and bread.

LEVEL 2 **Considers the source in its historical context; suggests some reasons for its production.** [3-4]

Eg: The source was produced as an election poster in 1932. The source shows the Nazis promising work and bread to Germans. Germany was poor at the time and many Germans were starving. Hitler is trying to get people to vote for him.

LEVEL 3 **Analyses the source in its historical context; gives detailed reasons regarding its production at the time.** [5-6]

Eg: Source F was typical of Nazi propaganda posters. It was an election poster designed to persuade Germans that voting for the Nazi Party was crucial in order for a German recovery to take place. By 1932 the Great Depression had affected Germany badly. It had led to mass unemployment in Germany and many saw Hitler and the Nazi party as their last hope. There had been 2 elections in 1932 and Hitler skilfully used propaganda to target Germans with Goebbels central to the campaign. Posters such as this one were part of this campaign. The Nazis spent huge sums of money using propaganda to win support. They made many promises such as 'work and bread'. May refer here to other ways the Nazi party appealed to Germans.

Question 2 (c)

| | | | |
|------------------|--|----------|----------|
| Target: | Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 10 | 2 | 2 | 6 |

Question: **One interpretation is that the Reichstag Fire was the most important event in Hitler's consolidation of power. How far do you agree with this interpretation? [10]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; makes simple comments about the interpretation; will copy or paraphrase the given evidence. [1-2]**

Eg: Evidence 1 suggests that the Reichstag Fire led to Nazi opposition being arrested. Evidence 2 discusses the opposition to Hitler from his own party with evidence 3 discussing a Nazi newspaper's view of the Night of the Long Knives.

LEVEL 2 **Identifies differences between ways in which the issue has been interpreted; will offer a basic judgement with some support from given evidence and/or own knowledge of the issue. [3-5]**

Eg: Answers will show understanding of the Nazi consolidation of power between 1933 and 1934.

Expect basic contextual support to be given in terms of a judgement, such as Evidence 1 is about the Reichstag Fire and the events after the fire. Expect reference to Van der Lubbe and the events of the fire. Evidence 2 and 3 both discuss the Night of the Long Knives. Evidence 2 is by a leading Nazi writing after the war. Evidence 3 is from a Nazi paper. Use of the given evidence will be more apparent than use of own knowledge; will make use of the content or authors of all 3 pieces of evidence to discuss the consolidation of power.

LEVEL 3 **Begins to recognise and comment on how and why this issue has been interpreted in different ways; will give a judgement regarding the given interpretation. [6-8]**

Eg: Answers will address the question by offering comment on different interpretations of the Nazi consolidation of power. Answers will begin to demonstrate why different interpretations of this issue have been made, possibly with comments on the attitude of leading Nazis and the views of later historians. Evidence 1 is by academic historians and will be well researched and reliable. Evidence 2 is by a leading Nazi, writing after the war who will have first-hand evidence of the time. Evidence 3 is by a Nazi paper discussing the Night of the Long Knives. It is biased and an unreliable account of the events. Answers will be supported by a greater degree of contextual knowledge regarding this issue. Answers will begin to judge the worth of different interpretations by using their own knowledge and given evidence to comment on issues such as the Reichstag Fire and its importance. The Decree that led to many arrests. Will comment on the Night of the Long Knives and its impact on Germany and the Nazi Party in particular. Will also consider other events crucial to the consolidation of power, such as the Enabling Act.

LEVEL 4 **Recognises and provides substantiated comments on how and why this issue has been interpreted in different ways; will give a clear judgement considering the given interpretation in the historical context. [9-10]**

Eg: Answers will clearly state whether they agree with the given interpretation of whether the Reichstag Fire was the most important event in the Nazi consolidation of power.

In order to make this judgement, answers will discuss how the given interpretation has been arrived at and recognise that there are other valid interpretations of this issue. Other events were also significant in the consolidation of power such as the Night of the Long Knives, mentioned in evidence 2 and 3, the Enabling Act, the death of Hindenburg. Answers will demonstrate why it is possible to make different interpretations of this issue. The Reichstag Fire was certainly an important part of the Nazi consolidation of power. It gave Hitler authority to remove the Communist Party as a potential threat. The 'Law for the Protection of the People and State' was as a direct result of the Reichstag Fire. This led to suspension of parts of the constitution and also the disruption of the Communist election campaign. There will be a considerable degree of historical support in the answer using both the given evidence and own knowledge.

Answers will test the value of the chosen interpretation by commenting on issues such as the reliability and usefulness of Evidence 2 and 3 when evaluating the most important event in the consolidation of power. Evidence 2 is by Albert Speer, writing in 1970 after being released from prison following his imprisonment after the Nuremberg Trials. Evidence 3 is clearly Nazi propaganda and will as a result support the actions of Hitler during the Night of the Long Knives. Answers may comment on the differences in interpretation given by Evidence 1 who as academic historians are writing much later and with a greater degree of hindsight.

QUESTION 3

Question 3

| | | | | |
|------------------|--|-----|-----|-----|
| Target: | Recall and deployment of knowledge; explanation and analysis of key concepts; quality of written communication | | | |
| Mark allocation: | AO1 | AO2 | AO3 | SPG |
| 15 | 4 | 8 | | 3 |

Question: **Did all German people benefit from the changes introduced by the Nazis during the period 1933-1939?** [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; basic response which offers little support.** [1-3]
e.g. 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 **Answer begins to discuss the issue set in the question.** [4-6]

To distinguish between 4 and 6 marks apply the following:

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

For 5-6 marks: A developed one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

Eg: Answers will tend to agree with the idea 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 jobs and independence.

LEVEL 3 **Answer is mainly a reasoned analysis of the issue set in the question.** [7-9]

To distinguish between 7 and 9 marks apply the following:

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

For 8-9 marks: A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

Eg: Answers will begin to offer a judgement with good reasoning. Answers will identify a number of factors and discuss them in some detail. On the one hand, 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. However, improvement depended upon ethnic background and personal circumstances; will refer to the changing role of German women which some resented; some groups did not do well such as Jews, gypsies and political enemies of the state .

LEVEL 4 **Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question.** **[10-12]**

To distinguish between 10 and 12 marks apply the following:

For 10 marks: A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support.

For 11-12 marks: A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support.

Award the higher mark for the degree of contextual support.

Eg: Answers will clearly evaluate the issue in the question. 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 citizenship; 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 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. |