GCSE MARKING SCHEME

SUMMER 2024

GCSE

UNIT 2: STUDY IN DEPTH - HISTORY WITH A EUROPEAN / WORLD FOCUS

2C. GERMANY IN TRANSITION, 1919–1939
3100UG0-1

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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MARK SCHEME SUMMER 2024

UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2C GERMANY IN TRANSITION 1919–39

Instructions for examiners of GCSE History when applying the mark scheme
Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**4**		**2**	

Question: e.g. **Use Source A and your knowledge to describe Nazi Party rallies?** **[6]**

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1 4 marks		**AO3 2 marks**	
BAND 2	**Demonstrates detailed understanding of the key feature in the question.**	**3-4**	**Accurate analysis of the source set within its historical context.**	**2**
BAND 1	**Demonstrates some understanding of the key feature in the question.**	**1-2**	**Source is analysed through reference to its content only.**	**1**

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below.
Some of the issues to consider are:

- *The source shows a typical Nazi Party Rally. It is ordered and looks carefully planned.*
- *The source shows large gathering of Party members listening to Hitler giving a speech.*
- *There are thousands of people in neat and structured lines. Which makes a stark contrast to the chaos and instability of Weimar Germany.*
- *Hitler is standing and delivering a speech to everyone that is there. They are all disciplined and in awe of Hitler. Hitler would express his ideas in a simple way, repeating them over and over.*
- *Rallies were carefully choreographed and planned.*
- *They were a colourful display of party strength and unity with flags, banners, uniform, music.*
- *Speeches were given by leading Nazi figures;*
- *The most famous rally was in Nuremberg; The glorification of Nazi Germany was emphasised by the Nuremberg rallies.*
- *They were used for propaganda purposes, showing the Nazi Party as a structured, organised Party. The party of Young People – It was no coincidence that thousands of young people attended the rallies.*
- *Official films for the rallies began in 1927, with the establishment of the NSDAP. The most famous films were made by Leni Riefenstahl for the rallies between 1933 and 1935. The rally of 1934 became the setting for the award-winning Triumph of the Will.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

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Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

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UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2C. GERMANY IN TRANSITION 1919–1939

Question 1

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**4**		**2**	

Question: **Use Source A and your own knowledge to describe Nazi Party rallies?[6]**

	AO1 4 marks		**AO3 2 marks**	
BAND 2	**Demonstrates detailed understanding of the key feature in the question.**	**3–4**	**Accurate analysis of the source set within its historical context.**	**2**
BAND 1	**Demonstrates some understanding of the key feature in the question.**	**1–2**	**Source is analysed through reference to its content only.**	**1**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source shows a typical Nazi Party Rally. It is ordered and looks carefully planned.*
- *the source shows large gathering of Party members listening to Hitler giving a speech.*
- *there are thousands of people in neat and structured lines. This makes a stark contrast to the chaos and instability of Weimar Germany.*
- *Hitler is standing and delivering a speech to everyone that is there. They are all disciplined and in awe of Hitler. Hitler would express his ideas in a simple way, repeating them over and over.*
- *rallies were carefully choreographed and planned.*
- *they were a colourful display of party strength and unity with flags, banners, uniform and music.*
- *speeches were given by leading Nazi figures.*
- *the most famous rally was at Nuremberg; The glorification of Nazi Germany was emphasised by the Nuremberg rallies.*
- *they were used for propaganda purposes, showing the Nazi Party as a structured, organised Party. The party of Young People – It was no coincidence that thousands of young people attended the rallies.*
- *official films for the rallies began in 1927, with the establishment of the NSDAP. The most famous films were made by Leni Riefenstahl for the rallies between 1933 and 1935. The rally of 1934 became the setting for the award-winning Triumph of the Will.*

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Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
8	**8**			

Question: **Describe Stresemann's foreign policy achievements. [8]**

Band descriptors and mark allocations

	AO1 8 marks	
BAND 3	**Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.**	**6–8**
BAND 2	**Demonstrates knowledge to partially describe the issue.**	**3–5**
BAND 1	**Demonstrates limited knowledge to describe the issue.**	**1–2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *after losing the First World War, Germany was an international outcast. It was forced to accept responsibility for the War and pay the cost.*
- *Germans were still incredibly bitter about their treatment in the Treaty of Versailles, where they also lost territory on all sides.*
- *as Foreign Minister Stresemann oversaw a dramatic improvement in Germany's relationship with the rest of Europe between 1925 and 1928.*
- *Stresemann addressed Germany's main foreign policy grievances*
- *Stresemann arranged the Dawes Plan with the USA to amend the reparations of the Treaty of Versailles, this was further developed by the Young Plan in 1929.*
- *in October 1925 Stresemann signed the Locarno Treaties. Germany, France and Belgium agreed to respect their post-Versailles borders, whilst Germany agreed with Poland and Czechoslovakia to settle any border disputes peacefully. Germany had previously complained bitterly about their loss of territory.*
- *as a result of the Locarno Treaties, Germany was allowed into the League of Nations.*
- *initially Germany was excluded from the League. By signing the Locarno Treaties Germany showed that it was accepting the Versailles settlement and so a year later was accepted as a permanent member of the Council of League, making it one of the most powerful countries in the League. Stresemann won the Nobel Peace Prize as part of his work on the Locarno Treaties.*
- *Stresemann also signed the Kellogg-Briand Pact 1928. Germany was one of 62 countries that signed up to this agreement, which committed its signatories to settling disputes between them peacefully.*
- *these developments meant that Germany was accepted into the emerging 'international community' that sought to work together during the 1920s to avoid another destructive war.*

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Question 3

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
8	**4**		**4**	

Question: **What was the purpose of Source B?** **[8]**

Band descriptors and mark allocations

AO1 4 marks			**AO3 4 marks**	
BAND 3	**Demonstrates very detailed understanding of the historical context.**	**3–4**	**The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.**	**3–4**
BAND 2	**Demonstrates some understanding of the historical context.**	**2**	**The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.**	**2**
BAND 1	**Demonstrates only basic understanding of the historical context.**	**1**	**Answer mainly describes or paraphrases the source material with little analysis or evaluation.**	**1**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *source B is from a textbook for primary school children. It is clearly anti semitic propaganda aimed at brainwashing children into believing the Nazi view of race.*
- *there are charicatures of Jewish people in the illustration.*
- *the message is to convince good German children that Jews should be removed from life in Germany.*
- *as this is in a school textbook the message has been simplified in order to ensure that school children can understand. Young people especially were encouraged to hate Jews, with school lessons and textbooks putting across anti-semitic views. The government was able to put anti-semitic materials into every classroom.*
- *this illustration reinforces the evidence that schools and curriculum were changed in order to convert everyone to Nazi ideals.*
- *it is also evidence of how Anti Semitism was normalised in Germany.*
- *laws were passed to restrict Jewish people's involvement in education and in November 1938, Jewish children were expelled from German schools.*
- *the source was produced in 1936. There had already been widespread boycotting of Jewish businesses between 1933 and 1935. The Nuremberg laws of 1935 further penalised Jews in Germany. Jews lost their right to German Citizenship following the Reich Law on German Citizenship.*
- *Kristallnacht happened in 1938 amid worsening persecution of Jewish Germans.*

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Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**6**		**6**	

Question: **Which of the sources is more useful to an historian studying the challenges faced by the Weimar Republic between 1919 and 1923? [12]**

Band descriptors and mark allocations

	AO1 6 marks		**AO3 6 marks**	
BAND 3	**Demonstrates detailed understanding of the key feature in the question.**	**5–6**	**The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.**	**5–6**
BAND 2	**Demonstrates some understanding of the key feature in the question.**	**3–4**	**The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.**	**3–4**
BAND 1	**Demonstrates limited understanding of the key feature in the question.**	**1–2**	**Copies or paraphrases the source material with little or no analysis and evaluation undertaken.**	**1–2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *both sources are of varied usefulness to an historian studying the challenges faced by the Weimar Republic.*
- *Source C was written by Wolf Dobert, an eye witness to the effects of hyperinflation in Germany. He is writing in his diary.*
- *the author describes how money lost its value in Germany with older people in particular hard hit by the loss in value in the Mark.*
- *the author will be useful as he saw the effect this had on Germany.*
- *economic collapse was one of the main challenges faced by the Weimar Republic. After the Passive Resistance to French occupation of the Ruhr, the Weimar government printed banknotes to pay reparations and - after the 1923 French invasion - the Ruhr strikers. Because these banknotes were not matched by Germany's production, their*

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value fell. Prices spiralled out of control and people with savings and fixed incomes lost everything, such as the Aunt in Source C

- *anger at the French and at the rich profiteers who made their fortunes from the hyperinflation, added to the support of extreme political parties such as the Nazis and the communists.*
- *Source D is a speech by Hitler. As a result of the challenges faced by Weimar, the Nazi Party felt emboldened to try and take power in Munich.*
- *the speech was made during the Munich Putsch and was a rallying cry to Bavarians initially to rise in revolution and overthrow the Weimar Republic. He airs the many grievances of Nationalists during this time, mentioning the November Criminals and restoring Germany back to its former greatness.*
- *as it is a speech it will be full of emotion and was aimed at provoking Germans to revolt.*
- *the Putsch was a failure as it was stopped by the authorities however Hitler became well known throughout Germany as a result of the failed Putsch.*
- *the source demonstrates how political extremism was a real problem in Germany between 1919 and 1923. The Nazi Party was only one of many small extreme political parties vying for power at this time. There was also real fear of Communism following the Spartacist uprising of 1919.*
- *when the economic and political crises of 1923 hit Germany, Hitler decided that the Nazi party was in a position to overthrow the regional government.*
- *the Weimar Government was unpopular among many Germans during this period and faced many challenges (Political extremism, economic problems) - both sources reinforce this point. The Republic faced challenges from Communists, Socialists, Nationalists, army leaders and those who had run Germany before 1918.*
- *neither source is necessarily more useful than the other, but answers should be able to reach a judgement about the varying utility of the sources in an investigation into the challenges faced by the Weimar Republic between 1919 and 1923.*

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Question 5

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*	*SPaG*
19	**4**	**12**			**3**

Question: **To what extent was the appeal of Hitler the reason why the Nazi Party achieved power in 1933? [16+3]**

Band descriptors and mark allocations

AO1 4 marks			**AO2 12 marks**	
BAND 4	**Demonstrates very detailed knowledge and understanding of the key feature in the question.**	**4**	**Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.**	**10–12**
BAND 3	**Demonstrates detailed knowledge and understanding of the key feature in the question.**	**3**	**Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.**	**7–9**
BAND 2	**Demonstrates some knowledge and understanding of the key feature in the question.**	**2**	**Basic analysis while considering some other factors and their impact.**	**4–6**
BAND 1	**Demonstrates basic knowledge and understanding of the key features in the question.**	**1**	**Offers a generalised response with little analysis of impact.**	**1–3**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Hitler's appeal was one of the main reasons for the sharp rise in electoral support for the Nazi Party between 1928 and 32;*
- *his policies and promises appealed to many. Hitler promises to restore Germany's standing abroad by dismantling the Treaty of Versailles. He promised work for Germans after the Depression.*
- *he was a good public speaker; he played his audiences and told them what they wanted to hear; he offered them jobs and hope;*
- *amid a rising fear of Communism, Hitler promised to deal with the Communists;*
- *Goebbels and propaganda played a key role in promoting Hitler and the Nazi Party as Germany's only hope. His posters were everywhere, and the Party had rebuilt well after the debacle of the Munich Putsch. Goebbels used newspapers to sell his message and owned key publications in Germany. During the Presidential elections, Hitler used the aeroplane to be seen in many cities sometimes more than one in a day. This way he was able to get his message heard all over Germany.*

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- *the SA dealt with political opposition especially from the Communists, creating havoc on the streets and demonstrating how the Weimar Republic was losing control. Hitler was the only person able to restore order.*
- *however, the impact of the Great Depression was also crucial in creating the right economic and political conditions to convince millions of Germans to vote for the extreme parties;*
- *people lost confidence in the democratic system and turned towards the extremist political parties such as the Communists and Nazis during the depression.*
- *in 1929, the American Stock Exchange collapsed, and caused an economic depression. America called in all its foreign loans, which destroyed Weimar Germany.*
- *The Great Depression caused a massive rise in unemployment, 6 million by 1932; many voters became frustrated by the failures of Weimar Governments to tackle the serious economic issues;*
- *Candidates could consider the failures to the Bruning, von Papen and von Schleicher governments;*
- *these governments did not know what to do. In July 1930 Chancellor Brüning cut government expenditure, wages and unemployment pay - the worst thing to do during a depression. He could not get the Reichstag to agree to his actions, so President Hindenburg used Article 48 to pass the measures by decree. Anger and bitterness helped the Nazis to gain more support.*
- *the moderate political parties would not work together, although together they had more support than the Nazis.*
- *the political scheming between 1932 and 33 also ultimately led to Hitler being made Chancellor of Germany; In January 1933, Hindenburg and Papen came up with a plan to get the Nazis on their side by offering to make Hitler vice chancellor. He refused and demanded to be made chancellor. They agreed, thinking they could control him.*
- *these events will be evaluated against other factors;*
- *there was widespread fear of Communism in Germany. Many workers turned to communism, but this frightened wealthy businessmen, so they financed Hitler's campaigns; Industrialists gave Hitler money and support; The middle classes and also ruling classes feared Communism.*
- *many middle-class people, alarmed by the obvious failure of democracy, decided that the country needed a strong government.*

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After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
High	**3**	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	**2**	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	**1**	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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