GCSE MARKING SCHEME

SUMMER 2023

GCSE

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

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

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INTRODUCTION

This marking scheme was used by WJEC for the 2023 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.

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UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2C. GERMANY IN TRANSITION, 1919–39

SUMMER 2023 MARK SCHEME

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 own knowledge to describe the Sudeten Crisis of 1938. [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:

- *source A shows Hitler, Chamberlain, Daladier and Mussolini meeting at Munich;*
- *the Source shows the leaders of Britain, Italy, France and Germany;*
- *the leaders of Czechoslovakia are not present in the picture;*
- *the Source shows that the European leaders have left their own countries and gone to Germany to try and solve the crisis and maintain peace;*
- *this was the third meeting to try and solve the Sudeten Crisis;*
- *Hitler wanted to dismember Czechoslovakia by whatever means necessary. Czechoslovakia was a member of the League of Nations and allied to France and the Soviet Union. There were however large minorities within Czechoslovakia. This included 3 million Germans in the area known as the Sudetenland;*
- *early in 1938, the German leader in the Sudetenland, Henlein, complained that Sudeten Germans were being mistreated by the Czechs;*
- *three meetings in all were arranged to try and solve the crisis. The first two between Chamberlain and Hitler, and the third at Munich between Chamberlain, Daladier, Hitler and Mussolini;*
- *15 September 1938 – Chamberlain flies to see Hitler at the Berghof and agrees that Czechoslovakia should give all areas with 50 per cent German Sudetens to Germany. The British and French persuade the Czechs to agree;*

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- *22 September 1938 – Chamberlain meets Hitler at Bad Godesberg, confident that the crisis was over. Hitler, however, had changed his mind and wanted the Sudetenland by 1 October. The talks broke down and there was real fear now of a war in Europe;*
- *Chamberlain persuaded Mussolini, the Italian dictator, to arrange a conference at Munich to discuss the issue of the Sudetenland. The conference took place on 29–30 September 1938. Britain, France, Germany and Italy met in Munich. Crucially Czechoslovakia and the Soviet Union were not present;*
- *the four countries agreed to the German occupation of the Sudetenland between 1 and 10 October. German troops then occupied the Sudetenland.*

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.

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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MARK SCHEME

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 the Sudeten Crisis of 1938. [6]**

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.

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 A shows Hitler, Chamberlain, Daladier and Mussolini meeting at Munich;*
- *the Source shows the leaders of Britain, Italy, France and Germany;*
- *the leaders of Czechoslovakia are not present in the picture;*
- *the Source shows that the European leaders have left their own countries and gone to Germany to try and solve the crisis and maintain peace;*
- *this was the third meeting to try and solve the Sudeten Crisis;*
- *Hitler wanted to dismember Czechoslovakia by whatever means necessary. Czechoslovakia was a member of the League of Nations and allied to France and the Soviet Union. There were however large minorities within Czechoslovakia. This included 3 million Germans in the area known as the Sudetenland;*
- *early in 1938, the German leader in the Sudetenland, Henlein, complained that Sudeten Germans were being mistreated by the Czechs;*
- *three meetings in all were arranged to try and solve the crisis. The first two between Chamberlain and Hitler, and the third at Munich between Chamberlain, Daladier, Hitler and Mussolini;*
- *15 September 1938 – Chamberlain flies to see Hitler at the Berghof and agrees that Czechoslovakia should give all areas with 50 per cent German Sudetens to Germany. The British and French persuade the Czechs to agree;*
- *22 September 1938 – Chamberlain meets Hitler at Bad Godesberg, confident that the crisis was over. Hitler, however, had changed his mind and wanted the Sudetenland by 1 October. The talks broke down and there was real fear now of a war in Europe;*

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- *Chamberlain persuaded Mussolini, the Italian dictator, to arrange a conference at Munich to discuss the issue of the Sudetenland. The conference took place on 29–30 September 1938. Britain, France, Germany and Italy met in Munich. Crucially Czechoslovakia and the Soviet Union were not present;*
- *the four countries agreed to the German occupation of the Sudetenland between 1 and 10 October. German troops then occupied the Sudetenland.*

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Question 2

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

Question: **Describe how Hitler reduced unemployment in Germany after 1933. [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.

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:

Indicative content

- *Hitler introduced a series of measures to reduce unemployment, spending millions using the unemployed to plant trees, build hospitals, schools and motorways;*
- *the Reich Labour Service (Reichsarbeitsdienst, RAD) was responsible for these public work schemes;*
- *the public work schemes significantly helped reduce unemployment, as did large-scale military rearmament;*
- *with Germany building up its armed forces, thousands of jobs in the iron, steel, aviation and shipbuilding industries were created. Rearmament involved increasing the amount of materiel for the army, air force and navy. German businesses received huge orders for tanks, airplanes and ships, as well as guns, bombs and bullets;*
- *the size of the army was increased from 100,000 men to 1,400,000. Men under 25 had to carry out at least two years of military service. Conscription was introduced in 1935 and as a result most young men were drafted into the army;*
- *however, there was hidden unemployment. Jews and women weren't counted in the statistics;*
- *women and men under 25 were sacked from their jobs. There were changes to the role of women; this resulted in a massive fall in unemployment statistics. Hitler reduced unemployment by introducing measures that would encourage women to leave the labour market;*
- *women in certain professions such as doctors and civil servants were dismissed, while other married women were paid a lump sum of 1000 marks to stay at home. By 1937 German unemployment had fallen from six million to one million;*
- *Jews lost their citizenship in 1935 and as a result were not included in unemployment figures, even though many lost their employment at the start of Hitler's time in power;*
- *the Nazi policies appear to have been very successful; reduction from 6 million to 100,000 by 1939, but these figures were not accurate.*

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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:

- *the source is a collage on the cover of the anti-Nazi newspaper AIZ showing Goering holding an axe with the Reichstag burning in the background, implying that he has attacked the Reichstag building;*
- *the purpose of the cartoon is to blame the Nazis , and Goering in particular, for the fire;*
- *as it was produced for a Communist magazine and was published shortly after the fire it will be reflecting the Communist view of the fire;*
- *the Communists were trying to show that the Nazis started the fire on the orders of Goering – he was in charge of security and the police;*
- *it is clearly Communist propaganda aimed at discrediting the Nazi Party and Hermann Goering in particular before the upcoming elections in March 1933;*
- *the Nazis were quick to blame the fire on the Communists and they used the event to have many of their leaders arrested. The government falsely portrayed the incident as part of a Communist plot to overthrow the state in response to Adolf Hitler's appointment as Reich Chancellor by Hindenburg on January 30, 1933. A Dutch communist, called Van der Lubbe, was found in the building as it burned;*
- *Nazi leaders then exploited the Reichstag fire to gain President von Hindenburg's approval for a more extreme measure called the Decree for the Protection of the People and the State;*
- *popularly known as the Reichstag Fire Decree, the regulations suspended important provisions of the German constitution, especially those safeguarding individual rights and due process of law;*

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- *Hitler used the fire to the Nazi Party's advantage. He expelled the communists from the Reichstag and imprisoned many communist leaders. This stopped them campaigning prior to the March elections. He also announced that the country was in danger from the communists during the election campaign. This encouraged many to vote for the Nazis, who were seen as anti-Communist;*
- *Hindenburg declared a state of emergency using Article 48 of the Weimar Constitution. This resulted in newspapers being censored and personal letters and phone calls being checked;*
- *the date of the newspaper in 1933, indicates that it was shortly after the Reichstag Fire. Communist publications were subsequently banned when the Nazis closed down Communist publications.*

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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 methods used by the Nazis to control Germany after 1933? [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 varying usefulness to an historian studying the methods used by the Nazis to control Germany;*
- *Source C is useful because it shows how concentration camps were opened in Germany. It demonstrates how terror was used in Germany as a means of controlling opposition and persuading Germans to conform. 5,000 political prisoners were arrested and placed in concentration camps. They were mainly political opponents of the Nazi Party;*
- *as it is from a Nazi newspaper, it will naturally give a positive slant on the use of the concentration camps. They are shown as a necessity, as the prisoners cannot be granted their freedom as they create unrest;*
- *it was published in March 1933, at a time when Hitler was consolidating his power. The use of force and terror being a key part of this;*

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- *the first concentration camp was opened at Dachau, near Munich, in 1933. Soon there were others including Buchenwald, Mauthausen and Sachsenhausen;*
- *they were explained as places to detain enemies of the state and this can be seen in the source;*
- *they were "concentrated" in one place for political re-education. This included political opponents, criminals, gypsies, Jews and certain religious figures;*
- *life in the concentration camps was extremely harsh and prisoners were made to live and work in horrendous conditions. This is clearly not mentioned in the source as it has a pro-Nazi bias;*
- *when reports of prisoners' experiences leaked out, it increased the fear of being arrested. This fear helped the Nazis keep control;*
- *the source is useful as it shows how the Nazi Party used newspapers to instil fear of the police and the concentration camps. They were both a key part of the terror and persuasion of the Nazi state;*
- *while, clearly, care needs to be taken when looking at Nazi newspapers, this is nonetheless a useful source.*
- *Source D is written by a US journalist describing the book burning of May 1933;*
- *as the author was a US citizen, he could report freely and describe accurately what was happening in Germany at that time. Censorship did not apply to a US citizen;*
- *the Nazis ceremonially burned thousands of books in 1933 that were viewed as being subversive or as representing ideologies opposed to Nazism. These included books written by Jewish, pacifist, classical, liberal, anarchist, socialist, and communist authors;*
- *the source is useful as it demonstrates how the Nazis attempted to control all information in Germany. It is relatively unbiased and will be reporting the events of May 1933 accurately;*
- *the source is useful as it describes a key method used by the Nazis to control all means of information, the arts, cinema, radio, newspapers;*
- *neither source is 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 methods used by the Nazis to control Germany.*

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Question 5

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

Question: **To what extent did Gustav Stresemann succeed in solving the problems faced by the Weimar Republic by 1929? [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:

- *on the surface he seems to have done very well; Weimar was prosperous by the late 1920s but this prosperity came at a price, not the idea of 'dancing on a volcano'; heavy reliance upon US loans; in the long term he did not solve the problems;*
- *German economic recovery was largely due to the work of Gustav Stresemann who worked successfully with Britain, France and the US to improve Germany's economic and international situation;*
- *the Dawes Plan was signed in 1924. The German Reichsbank was reformed, and the old money was called in and burned. This ended the hyperinflation. Dawes also arranged the Dawes Plan with Stresemann, which gave Germany longer to pay reparations. Most importantly, Dawes agreed to America lending Germany 800 million gold marks, which kick-started the German economy. Further changes to the reparations came with the Young Plan in 1929;*
- *the economy grew and unemployment fell. There was rising factory production and better confidence;*

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- *there was greater political stability during these years. Extremists (Communists and Nazis) did not do well in elections compared to the parties supporting the Weimar Republic. The Nazis had only 12 seats in the Reichstag in 1928. There was a rise in the number of votes for political parties supporting democracy and the Weimar Republic;*
- *socially, there was a rise in the standard of living, with an increase in real wages for many Germans. Many new houses were built, more than 2 million between 1924 and 1931;*
- *there was success abroad. The Locarno Pact was signed, and Germany was admitted into the League of Nations. The Kellogg-Briand Pact further improved relations between the US and leading European nations;*
- *many women saw significant improvements during this period. German women had some of the most advanced legal rights of any country in Europe. Many women had new jobs in public employment, for example teaching, the civil service or social work. Women earned the same as men in the civil service. By 1933 there were 100,000 women teachers and 3,000 doctors. Women also enjoyed more freedom socially than had been the case before;*
- *it was a period of cultural change. New artists tried to show everyday life. Architecture also flourished, for example the Bauhaus;*
- *however, the hated Treaty of Versailles was still in place and very harsh on Germany. The Locarno Pact made permanent the land that was lost under the Treaty of Versailles, the number of troops were still limited, meaning Germany still felt weak and defenceless, and Germany continued to pay reparations;*
- *voters were still suspicious of democracy. The Communists were still a potential threat and the Nazis were rebuilding their party organisation;*
- *the middle class didn't benefit from the rise in real wages. While unemployment fell, it remained high in professions such as lawyers, civil servants and teachers;*
- *important organisations in Germany, such as the army and judges, were not totally convinced about supporting the Weimar Republic;*
- *Germany's economic recovery depended on loans from the US under the Dawes Plan – there was an over dependence on the US;*
- *the politician responsible for Germany's relative improvement, Gustav Stresemann, died in 1929.*

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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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