



GCSE MARKING SCHEME

SUMMER 2025

HISTORY

COMPONENT 1: NON-BRITISH STUDY IN DEPTH

1G. GERMANY IN TRANSITION, 1919–1939

C100UG0-1

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.

COMPONENT 1: NON-BRITISH STUDY IN DEPTH

1G: GERMANY IN TRANSITION, 1919–1939

SUMMER 2025 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(b)	AO2	AO3 (a)	AO4
5	3		2	

Question: e.g. **Use Source A and your own knowledge to describe Hitler's electoral appeal.** [5]

This is the question and its mark tariff.

Band descriptors and mark allocations

In this question three fifths of the marks are awarded for understanding of the historical context. Two fifths of the marks are awarded for source analysis.

	AO1(b) 3 marks		AO3(a) 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2-3	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1	Source is analysed through description of its content only.	1

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.

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 poster of Hitler with President Hindenburg, published in 1933;*
- *the source shows how the Nazis sought to portray Hitler as the person chosen by President Hindenburg to rescue Germany from its travails;*
- *the source shows Hitler's electoral appeal was partly based upon his association with the well-respected Hindenburg and that the Nazis sought to exploit this at the ballot box;*
- *Hitler's electoral appeal was also influenced by several other factors; the messages the Nazis put forward were kept simple and repeated time and again; much focus was placed upon the figure of Hitler, who the Nazis portrayed as being the strong, decisive figure who could solve Germany's many problems;*
- *Hitler was an accomplished public speaker whose messages resonated with many different sections of German society; workers were motivated by the simple offer of work and bread; farming communities by Hitler's promises to protect their land; industrialists by the fact he was avidly anti-Communist, as well as his overall aim to reverse the Treaty of Versailles;*
- *Hitler's electoral appeal was enhanced by effective campaigning; his 1932 'Hitler over Germany' presidential campaign had set a precedent; the Nazis made effective use of the media to expand and enhance his appeal;*
- *there were therefore many different facets to Hitler's electoral appeal to the German public.*

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.

Question 1

Mark allocation:	AO1 (b)	AO2	AO3 (a)	AO4
5	3		2	

Question: **Use Source A and your own knowledge to describe Hitler's electoral appeal.** [5]

Band descriptors and mark allocations

	AO1(b) 3 marks		AO3(a) 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2-3	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1	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 poster of Hitler with President Hindenburg, published in 1933;
- the source shows how the Nazis sought to portray Hitler as the person chosen by President Hindenburg to rescue Germany from its travails;
- the source shows Hitler's electoral appeal was partly based upon his association with the well-respected Hindenburg and that the Nazis sought to exploit this at the ballot box;
- Hitler's electoral appeal was also influenced by several other factors; the messages the Nazis put forward were kept simple and repeated time and again; much focus was placed upon the figure of Hitler, who the Nazis portrayed as being the strong, decisive figure who could solve Germany's many problems;
- Hitler was an accomplished public speaker whose messages resonated with many different sections of German society; workers were motivated by the simple offer of work and bread; farming communities by Hitler's promises to protect their land; industrialists by the fact he was avidly anti-Communist, as well as his overall aim to reverse the Treaty of Versailles;
- Hitler's electoral appeal was enhanced by effective campaigning; his 1932 'Hitler over Germany' presidential campaign had set a precedent; the Nazis made effective use of the media to expand and enhance his appeal;
- there were therefore many different facets to Hitler's electoral appeal to the German public.

Question 2

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
8	4		4	

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

Band descriptors and mark allocations

	AO1(b) 4 marks		AO3 (a+b) 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 poster produced by the Nazi Party in 1936, with the caption reading 'League of German Maidens in the Hitler Youth';*
- *the purpose of the source is to promote and advertise the Bund Deutscher Madel, or League of German Maidens, which was a part of the Hitler Youth movement;*
- *the source depicts a girl as a stylised Aryan, with blonde hair in a traditional fashion; the girl is depicted as being radiant, happy and physically healthy; the purpose is therefore to present the League of German Maidens as being an attractive organisation for German girls;*
- *the purpose is also to associate this image with the Nazi Party, as is shown by the girl holding the Nazi flag; she is smartly dressed in uniform and this is aimed at presenting the organisation as an ordered, traditional representation of how the Nazis viewed Germany's youth;*
- *the purpose is also to associate the Hitler Youth with traditionalism, as is depicted in the scenic, rural background, with a traditional German building prominent;*
- *its purpose is to portray to its audience, not only German girls, but the wider German public, a positive view of the League of German Maidens, not just to encourage participation, but as a general reflection of Nazism in general.*

Question 3

Mark allocation:	AO1 (b)	AO2	AO3	AO4 (a-d)
10	4			6

Question: **Do the interpretations support the view that the Night of the Long Knives occurred due to Hitler needing the support of the German generals?** [10]

Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a–d) 6 marks	
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context.	5-6
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates the differences between the interpretations showing some awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to reach a supported judgement on the set question within the appropriate historical context.	3-4
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Analyses and evaluates the different interpretations, making appropriate reference to the content and authorship of the extracts but little awareness of the wider historical debate. A judgement on the question is reached, set within the appropriate historical context.	2
BAND 1	Generalised answer displaying limited understanding of the key feature in the question.	1	Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.	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:

- *Interpretation 1 does support the view that the Night of Long Knives occurred due to Hitler needing the support of the German generals;*
- *the extract states that the generals were not prepared to be equated with the SA and were therefore determined to maintain their privileged position;*
- *it asserts that Hitler would not let Rohm and the SA prevent him from securing their support; this is supported by the fact that Rohm had repeatedly stated his ambition to absorb the army into the SA;*
- *research would have been undertaken the author, a British historian, who was writing in a specialist work on Hitler; the fact that it was written shortly after the war ended may have influenced the forming of the interpretation; further evidence may have come to light in the years following the publication of the work;*
- *Interpretation 2 does not support the view that the event occurred due to Hitler needing the support of the German generals;*
- *the interpretation states that Hitler and Rohm disagreed over the future direction of the Nazi take-over; it suggests that Hitler and the Nazi leadership were advocating a slower approach;*
- *it asserts that Rohm and the SA's desire to continue the revolution, created tension between them and the Nazi leadership; as such, it implies this was a factor behind the Night of Long Knives;*
- *the interpretation is from an educational website, which have been influenced by its predilections;*
- *it suggests that the interpretation may be focused towards a more generalised approach, given the prospective audience;*
- *answers should be able to reach a judgement about the degree of support for the view that the Night of the Long Knives occurred due to Hitler needing the support of the German generals, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue.*

Question 4

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
11	3		8	

Question: **Which of the sources is more useful to an historian studying hyperinflation in Weimar Germany?** [11]

Band descriptors and mark allocations

	AO1(b) 3 marks		AO3 (a+b) 8 marks	
			BAND 4	
			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.	7-8
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	BAND 3	
			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.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	2	BAND 2	
			Answer begins to analyse and evaluate the usefulness of the source material. Limited analysis of the content and authorship is undertaken, resulting in an unsubstantiated judgement.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1	BAND 1	
			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 hyperinflation in Weimar Germany;*
- *Source C is useful as it is an extract from an article focused on the issue, published in a German newspaper at a time when the problem of hyperinflation was nearing its height;*
- *the source is useful as the title of the article suggests the psychological effect hyperinflation was having;*
- *it is useful as it shows the day-to-day impact hyperinflation was having on ordinary Germans, in terms of the cost of everyday goods in the shops as well as on how Germans viewed the future;*
- *the usefulness of the source may be affected by the fact that, being a journalist, the author may be framing the situation in a particular way, for a particular purpose, suggested by the title of the article;*
- *Source D is useful an historian studying hyperinflation, as it is a cartoon from a German satirical magazine;*
- *the source is useful as it reflects the amount of money that was being printed at the time; the caption illustrates the absurd nature of the situation that had been created;*
- *the source is useful inasmuch as even though it is a satirical view, it accurately depicts the situation caused by hyperinflation in Weimar Germany;*
- *however, this may also affect the usefulness of the source in terms of it not showing the wider impact of hyperinflation;*
- *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 hyperinflation in Weimar Germany.*

Question 5

Mark allocation:	AO1 (b)	AO2	AO3	AO4(a-d)	SPaG
19	4			12	3

Question: 'Critics of the Munich Agreement of 1938 were wrong in saying it led to war by strengthening Hitler - the key factor was when the Germans reoccupied the Rhineland.'
 To what extent do you agree with this interpretation? **[16+3]**

Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship. Some understanding of the wider historical debate over the issue is displayed.	7-9
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference to authorship.	4-6
BAND 1	Demonstrates basic understanding of the key features in the question.	1	Makes limited comments about the interpretation with little analysis and evaluation. Little or no judgement reached.	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:

- *to an extent the interpretation is accurate; it can be argued that the key factor in leading to war was when the Germans reoccupied the Rhineland in 1936;*
- *the interpretation can be supported by reference to several factors: the reoccupation of the Rhineland, as admitted by Hitler, was a considerable foreign policy gamble; the Locarno Pact of 1925 had restated the demilitarised nature of the Rhineland and Germany's violation of this was therefore in contravention of the Pact; at this point, British and French collective action may have had a decisive effect upon Hitler's foreign policy;*
- *the interpretation is also supported by the fact that this failure to act greatly emboldened Hitler, not just in terms of his foreign policy aims, but also in terms of his domestic popularity;*
- *the developing policy of appeasement, which allowed the reoccupation to take place unchallenged, was therefore a key factor that led to war, in terms of Hitler now viewing the Western democracies as being weak;*
- *however, other historians and commentators may assert that the reoccupation of the Rhineland was not the key factor that led to war;*
- *candidates may assert that the prevalent view of the time was that this was essentially a German matter, given the fact it was their own territory;*
- *candidates may comment upon the fact that prior to this, German rearmament and the expansion of its armed forces beyond the limits imposed by the Treaty of Versailles, had similarly gone unchallenged and as such, Hitler had become emboldened prior to his actions in the Rhineland;*
- *candidates may also assert that events post-reoccupation were of greater importance; the Anschluss of the 1938, events at Munich regarding the Sudetenland and more explicitly, the German occupation of Czechoslovakia in March 1939, were all in their way, key factors that led to the outbreak of war;*
- *answers may comment upon the fact that the interpretation was produced by a key figure in the negotiations during the Sudeten crisis and as such the view may be rather subjective, given the fact that in the years following the Munich Agreement, it was viewed very unfavourably;*
- *candidates may also comment upon the fact that the author may be wishing to portray a certain version of events through the medium of his autobiography and as such the interpretation may be somewhat narrow in focus;*
- *answers should be able to reach a judgement about the interpretation which could agree, disagree or be more balanced, but there should be awareness of how and why it is possible to develop different interpretations as part of the wider historical debate about the factors that led to the outbreak of war.*

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

In applying these performance descriptors:

- 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
<i>High</i>	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
<i>Intermediate</i>	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
<i>Threshold</i>	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