GCSE MARKING SCHEME

SUMMER 2017

HISTORY - OUTLINE STUDY
THE DEVELOPMENT OF GERMANY, 1919-1991
4373/01
INTRODUCTION

This marking scheme was used by WJEC for the 2017 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 the questions in Section B. 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:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.</td>
</tr>
<tr>
<td>Level 3</td>
<td>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</td>
</tr>
<tr>
<td>Level 4</td>
<td>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</td>
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</table>
Question 1(a)

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge: understanding of key historical features</th>
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<tr>
<td>Mark allocation:</td>
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Question: Outline the main events surrounding the collapse of East Germany, 1989-1990. [5]

Use 0 for incorrect or irrelevant answers.

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

_Eg: Answers will say that the Berlin Wall came down and East Germany collapsed._

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

_Eg: Answers will refer to the opening of the Hungarian/Austrian borders and the exodus of East Germans, the fall of the Wall marking the end of communist rule and moves towards reunification._

LEVEL 3 A fully detailed and accurate description. [4-5]

_Eg: Answers may refer to the opening of borders and later easing of travel restrictions leading to the mass exodus of East Germans, calls from opposition groups for an end to the single party state with resultant demonstrations, the fall of the Wall and moves towards reunification, the first free elections, the economic and political collapse of East Germany and its formal abolition._
### Question 1(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; explanation of key concept; use of source material</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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**Question:** Explain why the economic situation in Germany changed between 1923 and 1928. [7]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; paraphrases the sources; lacks focus on the set issue. [1-2]

Eg: Source A shows that money had become worthless as workers collected wages in large baskets whereas Source B shows that the situation had improved after 1924 and that by 1928 German workers were the best paid in Europe.

**LEVEL 2** Accurate answer which begins to address the question. [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A shows that money had lost its value during the hyper-inflation of 1923 and workers had to have their wages paid in bulk whereas Source B shows that the wages of German workers increased year on year after 1924. This happened because the economy was recovering.

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

Eg: Source A shows in 1923 following the French occupation of the Ruhr and the resultant strike the government printed more money to pay wages causing the value of money to drop dramatically during the hyper-inflation when workers were paid in bulk and often daily whereas Source B shows that wages increased significantly from 1924 and that by 1928 German workers were the best paid in Europe. Answers will begin to explain why the economic situation changed as Germany entered a time of economic regeneration largely the result of Stresemann’s measures to introduce a new currency and his successes in securing US financial aid.
LEVEL 3  

Answer addresses the question clearly.  

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

Eg: Answers will focus on the change from rampant hyper-inflation and its consequences to economic recovery as is clearly shown by Sources A and B. Answers at this level will refer to Germany’s economic problems in the early 1920s and how the payment of reparations and the wages of striking workers by the printing of money led to hyper-inflation and its effects. There will be discussion of how Germany experienced an economic boom as Stresemann ushered in a time of confidence and stability by introducing a new currency and securing US financial aid in the form of the Dawes and Young Plans and their terms. There may be reference to the revitalisation of industry and increased output leading to the year on year wage increases after 1924.
**Question 1(c)**

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis and evaluation of key historical concepts</th>
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<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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**Question:** Why was the Reichstag Fire of February 1933 important in helping the Nazis take control of Germany? [8]

Use 0 for incorrect or irrelevant answers.

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

*Eg: There will be reference to how Hitler used the Reichstag Fire to increase his power.*

**LEVEL 2** Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen. [3-4]

*Eg: Answers may be confined to descriptive accounts of how Hitler made use of the arrest of van der Lubbe by claiming that the communists were staging a takeover and that he needed full powers to stop a revolution.*

**LEVEL 3** More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained. [5-6]

*Eg: Answers may tend to describe but there will be a more direct attempt to analyse the importance of the Reichstag Fire with reference to the imprisonment of opponents and control of the media prior to the election of February 1933 and, following the disappointing results, the passing of the Enabling Act which gave Hitler complete power to create a dictatorship.*

**LEVEL 4** Detailed and accurate analysis of key issue providing a fully substantiated explanation together with a judgement. [7-8]

*Eg: Answers should focus on how Hitler used the burning of the Reichstag to argue that it was a signal for a communist uprising and how he used the threat to pass emergency legislation which suspended civil liberties. There should be reference to Hitler’s use of the decree to ban the Communist Party and, following the election results, the passing of the Enabling Act which, as the cornerstone of the Third Reich, destroyed the Weimar Constitution, ended parliamentary democracy and established the dictatorship.*
Question 2(a)

Question: Describe the treatment of Jews by the Nazis during the Second World War. [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg:* Answers will say that they were sent to death camps.

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

*Eg:* Answers will refer to them being treated harshly, made to live in ghettos and later sent to death camps and exterminated as part of the Final Solution.

LEVEL 3 A fully detailed and accurate description. [4-5]

*Eg:* Answers will refer to how the treatment of Jews intensified after the start of the war. There should be reference to ghettoisation, the atrocities carried out by the Einsatzgruppen and to the Wannsee Conference as a prelude to the Holocaust.
Question 2(b)

Target: Recall and deployment of knowledge; explanation of key concept; use of source material.

Mark allocation: AO1 2 AO2 3 AO3 2

Question: Explain why the lives of many German women changed between 1919 and 1939. [7]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus on the set issue. [1-2]

Eg: Source A shows that women had voting rights in 1919 and could enter the professions during the Weimar period whereas Source B shows that from 1933 the position of women changed and they were forced out of professional jobs.

LEVEL 2 Accurate answer which begins to address the question. [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A shows that women’s rights and opportunities increased during the Weimar period whereas Source B shows that when the Nazis came to power they were forced out of jobs. This happened because of Hitler’s views on womanhood.

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

Eg: Source A shows that the Weimar period witnessed improved political and occupational opportunities for women whereas Source B shows that when the Nazis came to power they were forced out of jobs to become homemakers (KKK). Answers will begin to explain why this happened because of Hitler’s very traditional view of the role of women and the emphasis on domesticity and the importance of the family unit.

LEVEL 3 Answer addresses the question clearly. [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

Eg: Answers will focus on the improved political and economic status of women as a result of the liberal measures passed by the Weimar government as is clearly shown by Source A in contrast to the backwards step during the Nazi era as is shown in Source B. Answers at this level will refer to Hitler’s definite ideas about the role of women in society with no question of equality with men. There may be reference to legislation such as the Law for the Encouragement of Marriage and to programmes like Lebensborn and to the denial of self-expression.
Question 2(c)

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Question: How important was Konrad Adenauer in improving the lives of the people of West Germany between 1949 and 1963?\[8\]

Use 0 for incorrect or irrelevant answers.

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

*Eg:* There will be reference to his importance in bringing improvements to Germany in terms of jobs and housing.

**LEVEL 2** Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen.\[3-4\]

*Eg:* Answers may be confined to largely descriptive accounts of how Adenauer brought stability to West Germany and transformed it into a modern, industrialised country. There may be reference to the creation of jobs, the building of houses and moves to create a Welfare State.

**LEVEL 3** More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained.\[5-6\]

*Eg:* Answers may tend to describe his contribution but there will be a more direct attempt to analyse Adenauer’s importance in transforming West Germany from a war ravaged country to a modern, industrialised nation. There should be reference to the ‘economic miracle’, stability, the creation of a free market, improvements in living standards and the attempt to bring about a moral rebirth in West Germany.

**LEVEL 4** Detailed and accurate analysis of key issue providing a fully substantiated explanation together with a judgement.\[7-8\]

*Eg:* Answers should focus on why Adenauer was important in the recovery of W. Germany. There should be reference to the repair of the physical damage of the war and to him as the catalyst in the political and economic stabilisation and transformation of West Germany. There may be mention of rapid industrial development, the utilisation of Marshall Aid and to how Adenauer sought to develop political, economic and military co-operation in Europe by joining the ECSC and EEC. There may be reference to how he presided over the moral rebirth of Germany and his role in transforming West Germany from a post-war occupied zone to a modern, respected independent nation.
QUESTION 3

Question 3(a)

<p>| Target: Recall and deployment of knowledge; understanding of key historical features |
|-----------------------------------|-----------------|-----------------|-----------------|</p>
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<thead>
<tr>
<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<td>5</td>
<td>3</td>
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</table>


Use 0 for incorrect or irrelevant answers.

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

*Eg: Answers will say that Britain and the USA airlifted goods into Berlin in 1948-1949.*

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

*Eg: Answers will refer to Berlin being cut off by the Soviets and the response from Britain and the USA to airlift essential goods such as food and fuel from airbases in western Germany.*

LEVEL 3 A fully detailed and accurate description. [4-5]

*Eg: Answers will refer to Stalin’s order to cut off all road, rail and water links between the West and Berlin and the response from Britain and the USA to airlift goods – candidates may offer details about frequency and tonnage – and to Stalin’s eventual step down.*
Question 3(b)

Question: Explain why the situation in the Rhineland changed between 1918 and 1936. [7]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus on the set issue. [1-2]

Eg: Source A shows that German soldiers were not allowed within 50 kilometres of the Rhine whereas Source B shows German troops ignoring the restriction and marching into the Rhineland.

LEVEL 2 Accurate answer which begins to address the question. [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A shows that German troops were not allowed within 50 kilometres of the Rhine and to do so would be seen as an act of war whereas Source B shows the invasion of the Rhineland. This happened because Hitler ignored the Treaty of Versailles.

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

Eg: Source A shows that German troops were not allowed within 50 kilometres of the Rhine under the terms of the Treaty of Versailles and the aim to demilitarise Germany whereas Source B shows the invasion of the Rhineland. Answers will begin to explain that Hitler was confident that he could ignore the treaty and invade the Rhineland based on the perceived weakness of the Allies and their reluctance to act against him.

LEVEL 3 Answer addresses the question clearly. [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

Eg: Answers will focus on the demilitarisation of the Rhineland as part of the Treaty of Versailles which was designed to stop Germany from becoming a military power again as is clearly shown by Source A whereas Source B shows the reverse. Answers at this level will refer to how Hitler felt confident that he could ignore the T of V and the Locarno Agreement and marched his troops into the Rhineland. There may be reference to British lack of opposition, to the reluctance of France to act without Britain and to the growing feeling in the mid-1930s that Germany had a right to take back her own territory.

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Question 3(c)

Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation: AO1 8 AO2 2 AO3 6

Question: How important was Gustav Stresemann in improving Germany’s position in world affairs between 1924 and 1929? [8]

Use 0 for incorrect or irrelevant answers.

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

Eg: There will be reference to how under his direction, Germany signed agreements and became more friendly with other countries.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen. [3-4]

Eg: Answers may be confined to how Stresemann restored pride after the shame of defeat in 1918 and the humiliation of the terms of the Treaty of Versailles but there will be a more direct attempt to analyse his importance as a diplomat and to his achievements.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained. [5-6]

Eg: Answers may tend to describe Stresemann’s achievements but there will be a more direct attempt to analyse his importance on the main events including the Ruhr crisis, Dawes Plan, Locarno, chief architect of Weimar foreign policy, the promotion of fulfilment, entry into the League of Nations, the Kellogg-Briand Pact and the Young Plan.

LEVEL 4 Detailed and accurate analysis of key issue providing a fully substantiated explanation together with a judgement. [7-8]

Eg: Answers will build on Level 3 responses by clearly outlining the main areas of German foreign policy which involved Stresemann. There should be an appreciation that Stresemann was fundamental to Germany regaining international respect and moving towards great power status once again.
QUESTION 4

Question 4

Target: Recalling and deploying knowledge; analysis of key concepts; quality of written communication

Mark allocation: AO1 15 AO2 4 AO3 8 SPG 3

Question: To what extent did Germany develop politically and economically between 1919 and 1991? [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: Answers may refer to the period as one of great political and economic change. Some vague associated points may be mentioned.

LEVEL 2 Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed. [4-6]

Award 4 marks for some related facts; or superficial coverage; or weak references to issue of change.
Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change. Award the higher mark for the degree of understanding of development over the period.

Eg: Answers may focus on parts of the period such as possibly Nazi Germany or provide a poor outline of political change across the period.

LEVEL 3 Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed. [7-9]

Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to development.
Award 8 marks for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of development.
Award 9 marks for a clear attempt to discuss the issue in a chronological context and to assess more fully the developments over most of the period. Candidates may begin to appreciate the differences in experience between groups.

Eg: Answers may focus on Germany’s changing political and economic development from democracy to dictatorship and back again with reference to the instability of the Weimar Republic, the totalitarianism and repression of Nazism, defeat in World War II and the division of Germany, developments in East and West Germany, Ostpolitik and the later policies of Kohl and reunification. There will, however, be little reference to variations in political and economic systems across the period.
LEVEL 4

Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed. [10-12]

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of change and continuity; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss extent of change and continuity; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: candidates will provide a sound chronological account of Germany’s changing political and economic development across the period, as in Level 3, but with greater detail and depth. There will be a clear attempt to deal with variations in political and economic systems, including shifts from Weimar democracy to Nazi dictatorship and the return to post war West Germany, and the command economies of Nazi Germany and post war East Germany compared to the free market conditions of Weimar and post war West Germany. Candidates may refer to periods of intense nationalism and reconciliation with other countries and periods of economic prosperity.

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
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<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</td>
<td>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.</td>
</tr>
<tr>
<td>1 mark</td>
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</tr>
<tr>
<td>Intermediate performance</td>
<td>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.</td>
</tr>
<tr>
<td>2 marks</td>
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</tr>
<tr>
<td>High performance</td>
<td>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.</td>
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<tr>
<td>3 marks</td>
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QUESTION 5

Question 5

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<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis of key concepts; quality of written communication</th>
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<td>Mark allocation:</td>
<td>AO1</td>
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<td>4</td>
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Question: How far did the lives of the German people change between 1919 and 1991? [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: Answers may refer to the period as a time of great change and development when the German people became worse off. Some vague associated points may be mentioned.

LEVEL 2 Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed. [4-6]

Award 4 marks for some related facts; or superficial coverage; or weak references to issue of change.

Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change and development. Award the higher mark for the degree of understanding of change over the period.

Eg: Answers may focus on groups throughout the period, for example, women or Jews or will provide a poor overview of how the lives of Germans changed during the period.

LEVEL 3 Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed. [7-9]

Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change.

Award 8 marks for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of change.

Award 9 marks for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of change over most of the period. Candidates may begin to appreciate the differences in experience between groups.

Eg: Answers may focus on workers in the 1920s, Jews in the 1930s, the deaths of millions in World War II, the contrasting experiences of West and East Germans post division in 1945 and the eventual euphoria of reunification. There will be little attempt however to differentiate between the contrasting experience of the German people.
LEVEL 4 Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed. [10-12]

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of change and continuity; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss extent of change and continuity; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers will provide a sound chronological account of the period as in Level 3 but in greater depth and detail. There will be a more direct attempt to provide clear examples of the contrasting experiences of different groups of German people in different periods. Examples might include the contrasting experiences of Jews and non-Jews in the Nazi period, the role of women in the Third Reich in contrast to that of men, the differing experiences of West and East Germans.

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

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<tr>
<td>0</td>
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<tr>
<td>Threshold performance 1 mark</td>
<td>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.</td>
</tr>
<tr>
<td>Intermediate performance 2 marks</td>
<td>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.</td>
</tr>
<tr>
<td>High performance 3 marks</td>
<td>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.</td>
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QUESTION 6

Question 6

<table>
<thead>
<tr>
<th>Question:</th>
<th>To what extent did Germany's role in foreign affairs change between 1919 and 1991?</th>
<th>[12+3]</th>
</tr>
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Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: Answers may refer to Germany invading countries
Some vague associated points may be mentioned.

LEVEL 2 Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed. [4-6]

Award 4 marks for some related facts; or superficial coverage; or weak references to issue of change.
Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change. Award the higher mark for the degree of understanding of change and development over the period.

Eg: Answers may focus on German foreign policy in one period possibly the aggressive expansionism in the 1930s or a poor outline of German foreign policy and attempts to promote Germany's importance in world affairs.

LEVEL 3 Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed. [7-9]

Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change
Award 8 marks for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of change.
Award 9 marks for a clear attempt to discuss the named issue in a chronological context and to assess more fully the extent of change over most of the period. Candidates may begin to appreciate the differences in experience between groups.

Eg: Answers may focus on German foreign policy across the period focusing on Weimar's attempt to deal with the Treaty of Versailles, the nationalism and expansionism of Nazism, World War II (expansionism and retreat), the post-war division of Germany, Adenauer's pro-Western policy, the Soviet inspired stance of the East, Ostpolitik and the eventual drive for reunification. There will be a limited appreciation of shifts in foreign policy across the period and Germany's changing attempts to promote its importance in world affairs.
LEVEL 4  Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.  

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of change and continuity; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss extent of change and continuity; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers will provide a sound overview of German foreign policy across the period, as in Level 3, but with greater detail and depth. Candidates will recognize shifts in emphasis and policy in attempting to develop Germany’s importance in world affairs. Candidates will also begin to comment more explicitly on the contrasting policies of Weimar and Nazi Germany in attempting to promote Germany’s importance in the world, the conflicting policies of East and West Germany post war the shift towards Ostpolitik and the eventual merging of the two Germanies with all the implications for Germany’s rehabilitation as an important world power.

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

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</tr>
<tr>
<td>Threshold performance 1 mark</td>
<td>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.</td>
</tr>
<tr>
<td>Intermediate performance 2 marks</td>
<td>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.</td>
</tr>
<tr>
<td>High performance 3 marks</td>
<td>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.</td>
</tr>
</tbody>
</table>