GCE MARK SCHEME (LEGACY)

SUMMER 2017

HISTORY - UNIT HY2
DEPTH STUDY 9

NAZI GERMANY, c. 1933-1939

1232/09
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.
HISTORY MARK SCHEME
UNIT HY2
DEPTH STUDY 9
NAZI GERMANY, c. 1933-1939

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

<table>
<thead>
<tr>
<th></th>
<th>AO1</th>
<th>AO2a</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1-2 marks</td>
<td>1-2 marks</td>
<td>4</td>
</tr>
<tr>
<td>Level 2</td>
<td>3-4 marks</td>
<td>3-4 marks</td>
<td>8</td>
</tr>
</tbody>
</table>

Marking guidance for examiners

Deciding on the mark point within a level
The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication
This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.
ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Award 0 for incorrect or incomplete answers.</td>
</tr>
<tr>
<td>1</td>
<td>1-4</td>
<td>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</td>
</tr>
</tbody>
</table>

**Low Level 1: 1-2 marks**  
Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.

**High Level 1: 3-4 marks**  
Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5-8</td>
<td>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</td>
</tr>
</tbody>
</table>

**Low Level 2: 5-6 marks**  
Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.

**High Level 2: 7-8 marks**  
Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.
INDICATIVE CONTENT FOR PART (a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION 1(a):

What does the author of Source E mean by the phrase ‘The Police and the Ministry of the Interior are acting in the national interest’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the Nazi co-ordination of society was well underway by March 1933. The Nazis were concerned with all aspects of internal security. The new police/Gestapo regarded any attempts to maintain any other theory than National Socialism as a symptom of sickness, which threatened the unity of the German people. The function of the police from direction in the Ministry of Interior from Frick, was to arrest the enemies of National Socialism.
- in this Nazi newspaper the tone of the article is supportive of the arrest and imprisonment of anti Nazi forces such as socialists; communists; democrats; workshy; homosexuals; Jews and asocials.
- ‘The Police and The Ministry of the Interior are acting in the national interest’ is really a reference to the preventative policing which was taking place in Germany at this time, whereby anyone thought likely of committing a crime, or anyone whose political loyalty was in doubt could be arrested and sent to camps such as Dachau. The tone of the article presents these arrests in the national interest which is indicative of the supportive tone of this Nazi newspaper. The newspaper is keen to justify these arrests to the general public and so the tone is understandable in the context of the period.
QUESTION: 2(a)

What does the author of Source E mean by the phrase ‘Cleansing of the trade unions and their un-German attitudes’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- in the period 1933/1934 the Nazis were concerned with consolidating their position in power. They wanted to establish a dictatorship and abolish the last remnants of democracy and create the unity of economic life.
- the quotation is a reference to the desire of the Nazi regime to remove the ability of organisations like TUs to reach majority decisions. They no longer wanted to allow workers the right of free collective bargaining with their employers, and strikes were made illegal.
- the reference to ‘cleansing’ is significant because this is a sympathetic newspaper which took the Nazi Party line. It therefore is suggesting that Trade Unions were impure organisations and anti German which challenged the power of Hitler and threatened the national interests of Germany. Trade unionists were tainted with socialism and communism and therefore became an easy target for such newspapers. They were seen as anti-Nazi and radical.
- it is presented here as the acceptable face of worker/employer relations in this newspaper headline which is intended to sensationalise, but in reality it was a means of controlling the workforce.
Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

<table>
<thead>
<tr>
<th></th>
<th>AO1</th>
<th>AO2a</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1-3 marks</td>
<td>1-5 marks</td>
<td>8</td>
</tr>
<tr>
<td>Level 2</td>
<td>4-6 marks</td>
<td>6-10 marks</td>
<td>16</td>
</tr>
</tbody>
</table>

Marking guidance for examiners

Deciding on the mark point within a level
The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication
This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.
**ASSESSMENT GRID FOR PART (b)**

**Target: AO1; AO2a**  
**Total mark: 16**

**Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance**

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 1     | 1-8  | Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.  
**Low Level 1: 1-4 marks**  
Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.  
**High Level 1: 5-8 marks**  
Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar. |
| 2     | 9-16 | Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.  
**Low Level 2: 9-12 marks**  
Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focused explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.  
**High Level 2: 13-16 marks**  
Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar. |
INDICATIVE CONTENT FOR PART (b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION 1(b):

How important was the role of the Hitler Youth in the Nazi indoctrination of society?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of the role of the Hitler Youth in the Nazi indoctrination of society. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the role of the Hitler Youth in the Nazi indoctrination of society. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that the Hitler youth was important to the future of Germany. The intention was to mobilise all boys for military training and warfare in support of National Socialism and Hitler. The illustration suggests that boys were to be moulded shaped to the Nazi cause. The aim of Indoctrination for the boys was to turn them into soldiers. "Comradeship" in this source is given a sinister connotation. The Nazis are accused of using the youth to control the future society by creating the Thousand Year Reich.

- Source B reveals the importance of the Hitler Youth for the Nazis as it was devised to ensure that the minds of Germany’s young people were co-ordinated to the Nazi ideals of 'comradeship, loyalty and honour'. The Hitler Youth offered a wide range of activities for the boys but it was run with a high degree of regimentation and strong overtones of militarism. In effect the boys were lulled into joining by the ideals of comradeship. The Hitler Youth was trying to make subservience to Nazi ideas endemic within Nazi society.

- The illustration in source A is taken from an illegal, underground youth magazine whose sole function was to spread anti-Nazi propaganda. Clearly the tone of the illustration is directed towards revealing what it sees as the veneer of 'comradeship' evident within the Hitler Youth and to reveal the true intention of turning young boys into soldiers. The fact that this an underground magazine reveals the fact that it did not have widespread readership.

- The view of H. Klonne is a subjective one written in hindsight, which reflects the realities of the importance of the Hitler Youth movement for young people at the time. They were struck by the strong sense of idealism represented by the Hitler Youth and took a pride in feeling part of a wider patriotic movement in the Third Reich. Of course as a young boy, life in school would have become very difficult for Klonne if he had not succumbed to the Hitler Youth, so the veracity of the source should be considered. Moreover, he may still have supported the idealism of the Youth Movement even though its true nature would have been revealed to him later. However, this extract appears to be an honest reflection about the initial appeal of the Hitler Youth and the content is consistent with accepted beliefs about the importance of the Hitler Youth in the Third Reich.
QUESTION: 2(b)

How important was terror in the Nazi control of society?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of terror in the Nazi control of society. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of terror in the Nazi control of society. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that the threat of terror was fundamental to the Nazi programme and controlled society. The SS Gestapo network pervaded all aspects of the lives of the German people. The threat of terror was always latent as was the use of brutality and the concentration camps. The source shows that art was part of the propaganda machine. Individual expression was not tolerated, so that art had to express Nazi values. In the cartoon, all the paintings are of Hitler.
- Source B shows that terror was important in controlling society within Nazi Germany in the form of preventative policing. The Gestapo saw themselves as a force fighting the internal enemies to the Third Reich.
- The cartoon certainly sees terror as being important in the control of society within the Third Reich. This is a contemporary objective view of terror from outside the country. It is a satirical cartoon, but is consistent with the idea that Germany was a police state. The view is targeted towards a European audience to highlight the lack of artistic freedom which might challenge Nazi stereotypes. Candidates may well highlight the German connection to Czechoslovakia and the date.
- As a leading German, Goering’s view of Gestapo terror is obviously distorted and should be considered in the context of the consolidation of power in 1934 when this book was published. Goering is keen to justify the use of terror within society against Germany’s enemies because he points out that the communist threat has been eradicated. It is clear that in Germany people are arrested before they committed crimes although Goering is keen to point out that the creation of the State Secret Police was necessary.
- There may be some reference to examples of Nazi terror at work such as the treatment of Jews, or asocials; political opponents.
Part (c)

Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.

<table>
<thead>
<tr>
<th></th>
<th>AO1</th>
<th>AO2a</th>
<th>AO2b</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1 mark</td>
<td>1-2 marks</td>
<td>1-5 marks</td>
<td>8</td>
</tr>
<tr>
<td>Level 2</td>
<td>2-3 marks</td>
<td>3-4 marks</td>
<td>6-9 marks</td>
<td>16</td>
</tr>
<tr>
<td>Level 3</td>
<td>4 marks</td>
<td>5-6 marks</td>
<td>10-14 marks</td>
<td>24</td>
</tr>
</tbody>
</table>

Marking guidance for examiners

Deciding on the mark point within a level
The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication
This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.
ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Award 0 for incorrect or incomplete answers.</td>
</tr>
<tr>
<td>1</td>
<td>1-8</td>
<td>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Low Level 1: 1-4 marks</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>High Level 1: 5-8 marks</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>2</td>
<td>9-16</td>
<td>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Low Level 2: 9-12 marks</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>High Level 2: 13-16 marks</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>Level</td>
<td>Marks</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>Low Level 3:</td>
<td>17-20 marks</td>
<td>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>High Level 3:</td>
<td>21-24 marks</td>
<td>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</td>
</tr>
</tbody>
</table>
INDICATIVE CONTENT FOR PART (c)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(c)

Do you agree with the interpretation that the Nazi regime mainly relied on propaganda to control the German people between 1933 and 1939?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement on the interpretation that the Nazi regime mainly relied on propaganda to control the German people. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether or not the Nazi regime mainly relied on propaganda to control the German people. The debate is well known and candidates should be able to consider whether the interpretation is valid.

- Source C suggests that the security network stretched over the whole of Germany and that no-one was immune. This is the view of an academic historian who is a specialist on German history. This should give him some expertise in the matter especially since it is printed in a general history book which usually carries some veracity because of the targeted audience. However, he may not have the degree of specialism required to comment upon this precise aspect of Nazi Germany because it is a general history. Furthermore, it represents a traditionalist post-war theory of the role of terror within the Third Reich.

- The validity of the interpretation is supported in Source D. In this source, Goebbels argues that propaganda through public broadcasting was the most important method of mass control. This source supports a revisionist theory that propaganda was more important and therefore supports the validity of the interpretation. The fact that Goebbels is Minister of Propaganda may have a bearing upon the veracity of the source. The fact that he is speaking to a conference of radio broadcasters serves to emphasise the importance of their roles within the co-ordination of the regime. Even if he did not believe it Goebbels, would say it to them in order maximise their efforts by praising their contribution. This would challenge the veracity of the source and therefore might make the interpretation in the question more secure. Also Goebbels would want to emphasise his own contribution!

- candidates should consider other interpretations that denunciations were responsible for maintaining control or that the people were genuinely supportive because of the appeal of Nazi policies or ideology.
QUESTION: 2(c)

Do you agree with the interpretation that Hitler mainly had an opportunist approach to foreign policy?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement on the interpretation that Hitler had a mainly opportunist approach to foreign policy. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the way in which Hitler approached foreign policy. The debate is well known and candidates should be able to consider whether the interpretation is valid.
- Source C suggests that Hitler had a defined programme of objectives in foreign policy by 1928 and so this challenges the interpretation in the question. This is the view of an academic historian who is a specialist on Nazi Germany. This should give him some expertise in the matter especially since it is printed in an historical journal which usually carries some veracity because of the targeted audience. However, it should be noted that the belief in a planned programme was the older intentionalist interpretation.
- the belief that Hitler had a plan was widely accepted among diplomats and foreign politicians at the time and is partially supported in Source D. Neville Henderson supports the view that Hitler had general aims in foreign policy but asserts that Hitler was also an opportunist. Henderson suggests that Hitler actually waited for his enemies to make mistakes before acting. So that in practice his foreign policy was a mixture of preplanning but opportunism in action. This view partially validates the interpretation in the question. The fact that Henderson was an ambassador should have put him at the heart of everything that happened in Germany at the time. However, the fact that he is writing in hindsight in an autobiography might make him play with the truth which might affect the veracity of the source.
- candidates should consider an alternative interpretation that Hitler was a complete opportunist in foreign policy with no blueprint of what he hoped to achieve or that Hitler was motivated by economic considerations.
Part (d)

Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.

<table>
<thead>
<tr>
<th></th>
<th>AO1</th>
<th>AO2a</th>
<th>AO2b</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>2 mark</td>
<td>1-6 marks</td>
<td>1-2 marks</td>
<td>10</td>
</tr>
<tr>
<td>Level 2</td>
<td>4 marks</td>
<td>7-14 marks</td>
<td>3-4 marks</td>
<td>22</td>
</tr>
<tr>
<td>Level 3</td>
<td>6 marks</td>
<td>15-20 marks</td>
<td>5-6 marks</td>
<td>32</td>
</tr>
</tbody>
</table>

Marking guidance for examiners

Deciding on the mark point within a level
The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication
This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.
**ASSESSMENT GRID FOR PART (d)**

**Target:** AO1; AO2a; AO2b

**Total mark:** 32

**Focus:** Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-10</td>
<td>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Low Level 1: 1-4 marks</strong>&lt;br&gt;Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mid Level 1: 5-7 marks</strong>&lt;br&gt;Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>High Level 1: 8-10 marks</strong>&lt;br&gt;Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>2</td>
<td>11-22</td>
<td>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Low Level 2: 11-14 marks</strong>&lt;br&gt;Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; there will be an attempt to place the sources in the context of the depth study; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mid Level 2: 15-18 marks</strong>&lt;br&gt;Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>Level</td>
<td>Marks</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>High Level 2: 19-22 marks</td>
<td>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</td>
<td></td>
</tr>
<tr>
<td>Low Level 3: 23-25 marks</td>
<td>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</td>
<td></td>
</tr>
<tr>
<td>Mid Level 3: 26-29 marks</td>
<td>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</td>
<td></td>
</tr>
<tr>
<td>High Level 3: 30-32 marks</td>
<td>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</td>
<td></td>
</tr>
</tbody>
</table>
INDICATIVE CONTENT FOR PART (d)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION 1(d):

How useful are Sources A, E and F in understanding Nazi Germany 1933-1939?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Nazi Germany, 1933-1939. Some of the issues to consider may include:

- the sources are very useful in helping to explain some aspects of life in Nazi Germany, including areas such as the Hitler Youth (Source A) and the Nazi terror (Source E). There is also reference to German foreign policy (Source F).
- Source A is an illustration from an anti-Nazi magazine which attempts to reveal the true nature and not the idealised version of the aims of the Hitler Youth. It is likely to present both a bigoted but also a realistic view of the realities of the indoctrination of the youth of Germany within the Third Reich.
- Source E is an extract from a Nazi newspaper. Volkischer Boebachter provides the official Nazi line in the shape of Nazi propaganda. Source E will allow the candidates to evaluate the newspaper in context of 1933. The fact that it is a subjective viewpoint has to be considered when deciding its veracity.
- Source F provides the views of the British Prime Minister on the eve of the outbreak of war. Chamberlain represents the official British view and in this radio broadcast he is attempting to justify the actions necessary against Hitler.
- there are limitations to the utility of the collection. Although the sources cover elements of the depth study not all aspects of those issues are dealt with. In addition there are a range of key aspects of Germany in the period which are not covered directly. This would include Nazi racial policy and aspects of social policy; the nature and organisation of the Nazi political system, indoctrination, education and ideology.
- there may be some discussion of the wider range of sources that could be of use in understanding developments in Nazi Germany during this period and of the narrowness of the range and type of sources selected for this enquiry.
QUESTION 2(d):

How useful are Sources A, E and F in understanding Nazi Germany, 1933-1939?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Nazi Germany, 1933-1939. Some of the issues to consider may include:

- the sources are very useful in helping to explain some aspects of life in Nazi Germany, including areas such as indoctrination and culture in (Source A) and Trade Unions in (Source E). There is also reference to education and youth(Source F).
- the sources provide the views of an anti- Nazi Czech cartoon, a Nazi newspaper and the view of a British student in Germany in her memoirs.
- Source A is an anti-Nazi cartoon which attempts to reveal the true nature and not the idealised version of the Nazi consolidation of power and of the co-ordination of society. It is likely to present both a narrow but also realistic view of the realities of Art and culture within the Nazi Germany.
- Source E is a propaganda headline from a Nazi newspaper and should be treated with caution.
- Source F presents a gender examination of the position of education in the Nazi regime. The frustrations of Martha Dodd, who has experienced the position of women first hand reflect the contradictory elements of National Socialism. Her account suggests that she had the wit to realise what was going wrong with Germany and should have a bearing upon the veracity of the source.
- There are limitations to the utility of the collection on the various issues addressed within the sources. Although the sources provide elements of the depth study a range of key aspects of Germany in the period are not covered directly. This would include consolidation of power; the nature and organisation of the Nazi state; aspects of foreign policy and religious policy.
- there may be some discussion of the wider range of sources that could be of use in understanding developments in Nazi Germany during this period and of the narrowness of the range and type of sources selected for this enquiry.