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
HY4
IN-DEPTH STUDY 9
NAZI GERMANY, c.1933-1945

Distribution of marks within each level for each question, explaining the weighting for each assessment objective.

<table>
<thead>
<tr>
<th>Level</th>
<th>AO1a</th>
<th>AO1b</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1 mark</td>
<td>1-3 marks</td>
<td>4</td>
</tr>
<tr>
<td>Level 2</td>
<td>2-3 marks</td>
<td>4-11 marks</td>
<td>14</td>
</tr>
<tr>
<td>Level 3</td>
<td>4-6 marks</td>
<td>12-16 marks</td>
<td>22</td>
</tr>
<tr>
<td>Level 4</td>
<td>7-10 marks</td>
<td>17-22 marks</td>
<td>32</td>
</tr>
<tr>
<td>Level 5</td>
<td>11-12 marks</td>
<td>23-28 marks</td>
<td>40</td>
</tr>
</tbody>
</table>

Marking guidance

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 is determined by the quality of written communication as described in the level descriptor in which the answer has been placed. Examiners should place the response at the appropriate sub-level. If the quality of the written communication descriptor is warranted, then the highest mark within that sub-level should be awarded.
ASSESSMENT GRID FOR SECTION A ESSAYS

Target: AO1

Total mark: 40

Focus: Recall, selection and deployment of appropriate historical knowledge; demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements about key concepts

Level 1

Generally at this level, the candidate’s response will be brief and/or irrelevant to the question set. They may recall some historical knowledge and they will show some accuracy in spelling, punctuation and grammar.

Award 0 for incorrect or incomplete answers.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Assessment Objective 1(a)</th>
<th>Assessment Objective 1(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1 mark)</td>
<td>(1-3 marks)</td>
<td></td>
</tr>
</tbody>
</table>

- **Low Level 1: 1 mark**
  - The candidate is able to recall some historical knowledge and there is some accuracy in spelling, punctuation and grammar.
  - The answer will be limited to generalised comments on the topic with little understanding of the concept set in the question and is generally irrelevant.

- **High Level 1: 2-3 marks**
  - The answer will be limited to some comments on the topic with little understanding of the concept set in the question.
## Level 2

Generally at this level, candidates will show evidence of understanding in their explanation of the key concept set in the question. They will show evidence of understanding through limited analysis and explanation. They will offer some judgement about the key concepts. They will be able to recall, select and deploy some relevant historical knowledge appropriately. The candidates will convey meaning with some clarity and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar.

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Assessment Objective 1(a)</th>
<th>Assessment Objective 1(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2-3 marks)</td>
<td>(4-11 marks)</td>
</tr>
<tr>
<td><strong>Low Level 2: 2 marks</strong></td>
<td>The candidate is able to recall, select and deploy some general knowledge of the period with some appropriate vocabulary, spelling, punctuation and grammar.</td>
<td>Low Level 2: 4-7 marks</td>
</tr>
<tr>
<td><strong>High Level 2: 3 marks</strong></td>
<td>The candidate is able to recall, select and deploy general knowledge of the key issues in the period set with mostly appropriate vocabulary, spelling, punctuation and grammar.</td>
<td>High Level 2: 8-11 marks</td>
</tr>
</tbody>
</table>
## Level 3

Generally at this level, candidates will show evidence of understanding through analysis and explanation. They will reach a judgement about the key concepts supported by the arguments they deploy. Candidates will recall, select and deploy relevant historical knowledge and will convey meaning clearly and with appropriate vocabulary, organisation and spelling, punctuation and grammar.

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Assessment Objective 1(a)</th>
<th>Assessment Objective 1(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(4-6 marks)</td>
<td>(12-16 marks)</td>
</tr>
<tr>
<td><strong>Low Level 3: 4 marks</strong></td>
<td>The candidate is able to recall, select and deploy some relevant historical knowledge with some appropriate vocabulary, spelling, punctuation and grammar.</td>
<td>The answer has some focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well be a largely narrative account but with some attempt to provide a judgement on the question set. The judgement, though present at some point in the response, tends not to be supported by the argument being made though it may well have factual support.</td>
</tr>
<tr>
<td><strong>Mid Level 3: 5 marks</strong></td>
<td>The candidate is able to recall, select and deploy some relevant historical knowledge with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar.</td>
<td>The answer has an appropriate focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a judgement on the question set. The judgement, though present at some point in the response, tends to be partially supported by the argument being made in the response. The responses may follow a listing approach but there will be some focus and judgement on the key concept in the question set.</td>
</tr>
<tr>
<td><strong>High Level 3: 6 marks</strong></td>
<td><strong>High Level 3: 15-16 marks</strong></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td>The candidate is able to recall, select and deploy generally relevant historical knowledge and the response will be clearly expressed with appropriate language and structure and appropriate spelling, punctuation and grammar.</td>
<td>The answer has a clear focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and broadly balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a broadly balanced judgement on the question set. The judgement, though present at some point in the response, is generally supported by the argument being made in the response. These responses may well discuss the key issue in the question set when coming to a judgement by considering factors for and against, often as two half essays.</td>
<td></td>
</tr>
</tbody>
</table>
**Level 4**

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and mostly sustained judgement about the key concepts. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently with appropriate spelling, punctuation and grammar.

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Assessment Objective 1(a)</th>
<th>Assessment Objective 1(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(7-10 marks)</td>
<td>(17-22 marks)</td>
</tr>
</tbody>
</table>

**Low Level 4: 7 marks**

The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.

**Mid Level 4: 8 marks**

The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer communicates clearly with appropriate language and structure and appropriate spelling, punctuation and grammar.

**Low Level 4: 17-18 marks**

The answer has a focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and meaningful discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated judgement on the question set so that the judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated judgement regarding the key concepts.

**Mid Level 4: 19-20 marks**

The answer has a focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated and sustained judgement regarding the key concepts.
<table>
<thead>
<tr>
<th><strong>High Level 4: 9-10 marks</strong></th>
<th><strong>High Level 4: 21-22 marks</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge; the answer communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</td>
<td>The answer has a focus on the key concept in the question set and is able to show evidence of a thorough understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated, supported and sustained judgement regarding the key concepts.</td>
</tr>
</tbody>
</table>
# Level 5

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and fully sustained judgement about the key concepts. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently using appropriate language and structure, and using spelling, punctuation and grammar with a high degree of accuracy.

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Assessment Objective 1(a)</th>
<th>Assessment Objective 1(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(11-12 marks)</td>
<td>(23-28 marks)</td>
</tr>
</tbody>
</table>

**Low Level 5: 11 marks**

The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge. Answers will be fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure.

**High Level 5: 12 marks**

The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge is recalled, selected and deployed. Answers will be lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.

**Low Level 5: 23-25 marks**

The answer has throughout a specific focus on discussing the key concepts in the question set. The answer will include supporting arguments covering most of the period set in the question. Understanding is further shown through well focused analysis and evaluation of the key features and characteristics of the historical period which leads to a substantiated, sustained and integrated judgement regarding the key concepts such as causation, consequence, continuity, change and significance.

**High Level 5: 26-28 marks**

The answer sustains a specific focus on discussing the key concepts in the question set. The answer will include supporting arguments covering the whole of the period set in the question. Understanding is further shown through well focused analysis and evaluation of the key features and characteristics of the historical period which leads to a substantiated, sustained and integrated judgement regarding the key concepts such as causation, consequence, continuity, change and significance.
‘The German people were mainly enthusiastic supporters of the Nazi regime in the period 1933-1945’. Discuss.

Candidates are expected to consider and debate, over and within the given period, the full range of issues that affected the key concept in the question – in this case, the nature and extent of support for the Nazi regime. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of whether there was mainly enthusiastic support for the Nazi regime in the period 1933-1945. In order to reach a substantiated judgement about whether there was mainly enthusiastic support for the Nazi regime, candidates may consider and debate a range of issues such as:

- the German people welcomed the Nazi regime since it guaranteed them work and bread and economic stability
- the people supported the regime because it would protect them from the spectre of communism and restore German pride
- different groups of people supported the Nazi regime for different reasons but the nature and extent of this support differed from region to region and for different durations
- many Nazi ideas and policies appealed to the German people
- the German people were prepared to denounce those who did not conform
- candidates might conclude that the lack of co-ordinated opposition is indicative of the support of the mass of Germans for the regime
- most Germans at least passively accepted the regime and many actively supported it
- or the broad consensus of support may be due to the preventive policing for the regime.
- however, and propaganda ensured widespread popular support and thus the lack of effective opposition. A repressive totalitarian regime used propaganda to dupe its population and terror to cow them into submission
- the threat of terror was counterbalanced by the positive image that Germans held about the regime. Germans were made to feel that they had a stake in the regime
INDICATIVE CONTENT FOR QUESTION 2

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.

‘The main reason for Germany’s defeat in the Second World War was Hitler’s leadership’. Discuss.

Candidates are expected to consider and debate, over and within the given period, the full range of issues that affected the key concept in the question – in this case, the reasons for Germany’s defeat in the Second World War. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of Hitler’s leadership as a reason for the defeat of Germany, in the context of other factors such as tactical errors, the power of the West, as well as the Russian front. In order to reach a substantiated judgement about the relative impact of Hitler’s leadership on the defeat of Germany, candidates may consider and debate a range of issues such as: However all this should be weighed up against other factors such as the power of the west; allied victories; good fortune; the contribution of the resistance movements etc

- Hitler made tactical errors which affected the outcome of the Second World War.
- on a superficial level his leadership and strategic bungling explains his failed ambitions e.g. a war on two fronts
- resources were stretched beyond the limits of logistics including the alliance with Italy and the ideological crusade against Russia
- it should be realized that Hitler came close to capturing Stalingrad and to defeating Britain in Egypt; such successes would have changed the course of the war with unpredictable results
- the relationship between the key characteristics influencing German defeat
- the scale and numerical preponderance of Allied troops
- the fact that Britain had not been defeated meant that she could become the launch pad for invasion
- the relationship between the other the key characteristics should be evaluated such as the fact that Hitler made strategic errors such as the invasion of Russia and the lack of preparation for Operation Sea Lion
- the war on two fronts and the alliance with Italy
- the balance of industrial and economic forces favoured the West
- the strength of resistance: was Resistance more of a nuisance than an impediment to Germany?
- in the face of overwhelming forces the Germans were unable to mobilise an economy that was geared to Blitzkrieg, and not a prolonged war
- furthermore, the German economy was confused and inefficient which led to a shortage of manpower and raw materials. The German economy was under stress from 1943 onwards with resources and economic power stretched beyond the limits of logistics