INTRODUCTION

This marking scheme was used by WJEC for the 2018 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>
</tr>
</tbody>
</table>
Question 1(a)

Target: Recall and deployment of knowledge; understanding of key historical features

Mark allocation: AO1 AO2 AO3

5 3 2

Question: Describe the work of Gustav Stresemann between 1924 and 1929. [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: There will be some reference to Stresemann’s involvement in Germany’s recovery after the First World War.

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

Eg: Answers will refer generally to Stresemann’s measures such as ending strikes, introducing a new currency, making deals with USA over war debts, joining international peace treaties.

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

Eg: Answers will focus on his role in dealing with Germany’s economic and political problems by encouraging striking workers in the Ruhr to go back to work to end the French occupation, introducing the Reichsmark currency to reduce inflation, negotiating the Dawes Plan to reduce the burden of Germany’s war debts, increasing employment and Germany’s industrial output; rejoining the international community with the Locarno treaty, entry into the League of Nations and the Kellogg-Briand pact.
Question 1(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 there was a change in the political situation in Berlin between 1961 and 1989. [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 the Berlin Wall being built whereas Source B shows the Berlin Wall being pulled down.

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 there was the political will in 1961 to divide Berlin permanently using a wall whereas Source B shows that the people of Berlin did not want to be divided by a wall by 1989. This happened because the East German government did not want people escaping from East to West Berlin in 1961 but they could not stop people in 1989.

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 East German authorities wanted to separate themselves from the West with a wall in 1961 whereas Source B shows that by 1989 ordinary people living in Berlin did not want a wall anymore. Answers will begin to explain why the East German government did not want people escaping to the more prosperous West Berlin in 1961 but by 1989 the collapse of communist control in eastern Europe encouraged people to pull down the wall.

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 reasons why the Berlin Wall was put up as is clearly shown by Source A but was pulled down in 1989 as is shown in Source B. Answers at this level will refer to the circumstances that had changed in Berlin – how Communist authorities in East Germany had built the wall to stop people escaping to the West in 1961, but how they had lost control of people by 1989 so people took the wall down.


Question 1(c)

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

Mark allocation: 

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<tr>
<th>AO1</th>
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Question: Why was the Depression important in the rise to power of Hitler and the Nazi Party? [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 the Depression increasing support for Hitler and the Nazi Party.

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

Eg: Answers may be confined to describing how support for the Nazis rose during the Depression, how they went from 12 seats in the Reichstag before the Depression to 230 by 1932.

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 the rise in support for the Nazis from 800,000 votes in 1928 to 13 million by 1932 but there will be a more direct attempt to analyse the connections between rising unemployment and Nazi promises of jobs.

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’s promises of jobs and strong government offered a hopeful solution to the 6 million unemployed Germans who had lost faith in the Weimar Republic’s ability to make decisions, to solve their problems; Nazi appeal was not just to workers who wanted jobs but also to the middle classes who feared that poor workers would turn to Communism.
Question 2(a)

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

Question: Describe opposition to the Nazis on the Home Front 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 some groups of people like young people in Germany resisted the Nazis._

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

_Eg: Answers refer to a range of resistance groups from the army and their attempts to overthrow Hitler, young people rebelling against the Hitler Youth, university students and their anti-Nazi propaganda, religious individuals and organisations and their opposition to Nazi policies._

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

_Eg: Answers will refer to military resistance such as the July Bomb Plot, youth groups like the Navajos and Edelweiss Pirates who refused to conform to Nazi expectations of youths, university students like the White Rose Group and their pamphlet campaign, resistance from religious individuals like Dietrich Bonhoeffer working as double agents within the Nazi Party or religious officials like Cardinal Galen who spoke openly against euthanasia._
Question 2(b)

**Question:** Explain why life for the people of West Germany had changed by the 1960s. [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 German housing was destroyed in the Second World War whereas Source B shows that new housing had been built by the 1960s.*

**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 life in West Germany was miserable because of bombing in the war, whereas Source B shows that life in West Germany was much better by the 1960s. This happened because of the economic policies of the West German government.*

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 life in West Germany was dominated by the destruction caused by the war in 1945 whereas Source B shows that by the 1960s West Germany was prosperous and rebuilding. Answers will begin to explain why the economy of West Germany recovered quickly after the Second World War as a result of the economic policies of Chancellor Adenauer.*

**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 impact of Adenauer’s “economic miracle” as is clearly shown by the transition from Source A illustrating the destruction to German property by 1945 to Source B which shows that West Germany was prosperous and re-building by the 1960s. Answers at this level will refer to the impact of Marshall Aid, the industrial stimulus of the Korean War, public housing schemes and the support of trade unions in boosting the West German economy after the war.*
Question 2(c)

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

Mark allocation: AO1 2 AO2 6 AO3

Question: Why did the economic downturn of the early 1920s have a significant impact on the lives of the German people? [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 Germans not having very much money.

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

_Eg_: Answers may be confined to describing hyper-inflation or the Ruhr crisis.

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 the events of the Ruhr crisis or the impact of hyperinflation but there will be a more direct attempt to analyse the impact this would have had on German people’s lives, reducing the value of wages and savings.

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 the range of impacts the economic downturn had on the lives of the German people leading to strikes in the Ruhr and a reduction in Germany’s industrial output; hyperinflation eating away at the value of wages, savings and pensions; may make links to temporary rise in support for extremist groups like the KPD and the NSDAP as trade unions and government failed to deal with the crisis.
Question 3(a)

| Target: Recall and deployment of knowledge; understanding of key historical features | Mark allocation: |
|---|---|---|
| | AO1 | AO2 | AO3 |
| | 5 | 3 | 2 |

Question: Describe the main terms of the Treaty of Versailles. [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 Germany lost land and money because of the Treaty of Versailles._

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

_Eg: Answers refer to German loss of territory, being forced to pay war damages and the loss of most of its armed forces; taking the blame for the war._

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

_Eg: Answers will refer to loss of territory like the Polish Corridor to Poland in the east and Alsace-Lorraine to France in the west; war damage payments set at £6,600 million; the army reduced to 100,000 with no air force or navy, the de-militarisation of the Rhineland; Anschluss with Austria forbidden._
Question 3(b)

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

Mark allocation:  

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Question: Explain why Germany became an important cause of tension between 1945 and 1949. [7]

Use 0 for incorrect or irrelevant answers.

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

_Eg:_ the Allies divided Germany in 1945, there was a Berlin Airlift in 1949.

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 the Allies worked together, whereas Source B shows conflict. This happened because of disagreements between the Allies about how Germany should be treated after the war – the USSR and USA did not trust each other's motives.

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 Allies worked together over Germany in 1945, whereas Source B shows that they were involved in conflict over Germany by 1949. Answers will begin to explain why Allied attempts at co-operation in 1945 were undermined by the mutual suspicion of the USA and USSR who each tried to promote their own ideologies in their sectors of Germany and Berlin leading to the Berlin Blockade and Airlift by 1948-9.

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 Allied co-operation over what to do with Germany in 1945 as is clearly shown by Source A, and Source B which shows that Allied co-operation had broken down by 1949. Answers at this level will refer to the disagreements over the future of post-war Germany from the Yalta conference onwards, the USA wanting to promote capitalism in western Germany for its own economic and ideological interests, the USSR wanting to promote communism for its own protection as well as for ideological reasons; Berlin was a particular source of tension as both sides had to live together in the same city; answers may also explain how this soon led to the creation of two separate German states.
Question 3(c)

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

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<tr>
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Question: Why was the invasion of the Soviet Union a turning point in German foreign policy? [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 the invasion or heavy casualties and battles lost.

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

_Eg_: Answers may be confined to the German invasion in 1941 and how after initial successes, the war began to turn against Germany as the winter set in and the army began to suffer heavy losses.

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 how the war began to turn against Germany as the severe winter set in and claimed heavy casualties together with the Russian scorched earth policy and acts of sabotage. There may be reference to defeat at Stalingrad which was a significant factor in the war turning against 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 the importance of Operation Barbarossa in Germany’s ultimate defeat in 1945. There may be reference to landmark battles such as Leningrad, Stalingrad and Kursk and how Russian tactics combined with the severe weather to claim heavy casualties. There may be mention of how the Red Army re-organised and re-armed and to the resilience of the Soviet people and their will to defeat Germany. Candidates should reach a judgement about how the Russian campaign contributed to the defeat of Germany.
Question 4

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

Mark allocation: AO1 AO2 AO3 SPG

| 15 | 4 | 8 | 3 |

Question: What were the most significant political and economic developments in Germany 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 change and continuity 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 change and continuity

_Award 8 marks_ for very good chronological coverage of most of the period with good supporting detail and an attempt to address the issue of change and continuity.

_Award 9 marks_ for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of change and continuity over the whole 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><strong>Threshold</strong></td>
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</tr>
<tr>
<td><strong>performance</strong></td>
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</tr>
<tr>
<td>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><strong>Intermediate</strong></td>
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<tr>
<td><strong>performance</strong></td>
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<tr>
<td>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>
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<tr>
<td><strong>High</strong></td>
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<td><strong>performance</strong></td>
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<tr>
<td>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 5

<table>
<thead>
<tr>
<th>Question:</th>
<th>How far did the lives of German people improve between 1919 and 1991?</th>
</tr>
</thead>
</table>

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; basic response which offers little support.  
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.  
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 continuity 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 developed during the period.

**LEVEL 3** Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed.  
Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and continuity  
Award 8 marks for very good chronological coverage of most of the period with good supporting detail and an attempt to address the issue of change and continuity.  
Award 9 marks for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of change and continuity over the whole 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 experiences 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>
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<tr>
<td>Threshold performance</td>
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<tr>
<td>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</td>
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<tr>
<td>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</td>
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<tr>
<td>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

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

Mark allocation:

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<th>AO3</th>
<th>SPG</th>
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<td>15</td>
<td>4</td>
<td>8</td>
<td>3</td>
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</table>

Question: How successful was Germany in trying to improve its position in world affairs 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 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 continuity 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 and continuity
Award 8 marks for very good chronological coverage of most of the period with good supporting detail and an attempt to address the issue of change and continuity.
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 and continuity over the whole 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. [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 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.

<table>
<thead>
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</tr>
<tr>
<td>1 mark</td>
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<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>
<td></td>
</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>
</tr>
<tr>
<td>3 marks</td>
<td></td>
</tr>
</tbody>
</table>