GCSE MARKING SCHEME

SUMMER 2018

GCSE (LEGACY)
HISTORY UNIT 1 - STUDY IN-DEPTH
GERMANY IN TRANSITION, c.1919-1947

4271/04
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 question 2(c) and question 3. 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</th>
<th>Description</th>
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<tbody>
<tr>
<td>Level 1</td>
<td>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</td>
</tr>
<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>
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<tr>
<td>Level 3</td>
<td>the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary</td>
</tr>
<tr>
<td>Level 4</td>
<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
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Question 1 (a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understanding of source material</th>
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<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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Question: **What do Sources A and B suggest about life for women in Nazi Germany?** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer, paraphrasing or describing sources only. [1-2]

*E.g.: Both sources show that women were expected to have many children; they looked after the home; housewives. Source A describes the way the Nazis controlled women. Source B is a poster showing the ideal Nazi family.*

**LEVEL 2** Uses the content of both sources in their historical context. [3-4]

*If answer is imbalanced in use of sources award 3 marks.*

*E.g.: Source A shows that there was an emphasis upon family values; girls were encouraged to join the BDM and cheap loans were given to encourage Germans to have children. Source B is a poster that describes the perfect German family. There are four children with the role of the mother key to the development of Germany. The family is healthy and Aryan. The role of the mother is to nurture the perfect Aryan family.*
Question 1 (b)

Target: Understanding of source material; recall and deployment of own knowledge

Mark allocation: AO1 4 AO2 6 AO3 2

Question: Use Source C and your own knowledge to explain why Hitler was successful in reducing unemployment in Germany. [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]
E.g. Created lots of jobs; put many Germans back to work. There was no unemployment by 1939.

LEVEL 2 Understands content of the source with some background knowledge. [3-4]
E.g.: The source states that the Nazis reduced unemployment. Germans were grateful to Hitler. He introduced a series of measures to reduce unemployment, spending millions.
The policies which created jobs included rearmament and conscription, public works, autobahns; the RAD organisation; changes to the role of women; this resulted in a massive fall in unemployment statistics.

LEVEL 3 Clear use of the content of the source with accurate and detailed background knowledge used to explain the issue. [5-6]
E.g.: Source C states that the Nazis reduced unemployment. Hitler introduced a series of measures to reduce unemployment, spending millions using the unemployed to plant trees, build hospitals, schools and motorways.

The RAD were responsible for these public work schemes. However, there was hidden unemployment. Women and men under 25 were sacked from their jobs. There were changes to the role of women; this resulted in a massive fall in unemployment statistics. The Nazi policies appear to be very successful; reduction from 6 million to 100,000 BUT these figures are not accurate.
**Question 1 (c)**

**Target:** Understand, analyse and evaluate source material: recall and deployment of own knowledge  

**Mark allocation:**

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**Question:** How useful are Sources D and E to an historian studying the effect of Nazi policies on life in Germany up to 1939?  

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Comprehends content of the sources; little focus on utility.  

*E.g.:* Source D states that Hitler helped Germans and improved their lives. Source E gives an account of the hardships endured by some Germans as a result of Nazi policies.

**LEVEL 2** Considers usefulness of the sources in terms of both their content and their authorship.  

*E.g.:* Source D states that Hitler helped poor families. They got coupons and clothing. Security was restored and German lives improved. The source was written by a German remembering her experiences in a book about everyday life in Nazi Germany. She was a witness to life in Germany.  

Source E gives an account of how some Germans were humiliated by the Nazis. A teacher forced non-Aryans to sit on one side of the classroom. The source is an autobiography, written by Alice Solomon. She had first-hand experience of the persecution experienced by some Germans.

**LEVEL 3** Evaluates both sources in context with some imbalance; reaches conclusion regarding utility for the set enquiry.  

*E.g.:* Source D is written by someone who had experienced life as an Aryan, in Nazi Germany. Although writing many years after the war it is useful as it gives us an insight what life was like for many in Nazi Germany. She has no reason to lie as she is writing some years after the event. Source E is useful as it gives another interpretation of life in Nazi Germany. The author experienced the hardships of life in Nazi Germany and was forced to leave Germany in 1937. She describes clearly how Jews were treated harshly.

**LEVEL 4** Evaluates both sources regarding the specific historical context; reaches reasoned and substantiated judgement regarding their utility for the set enquiry.  

*E.g.:* Source D is an account of life in Nazi Germany, written by an eyewitness. Whilst she is remembering details from the past, she will have had first-hand experience of life in Nazi Germany as an Aryan. She states that life improved during this period. For the majority of Germans the 1930s saw an improvement, work etc. She has been interviewed for an academic book looking at what Germans felt about life in 1930s Germany.  

Source E is written by a critic of Nazi Germany. She was forced to flee Germany in 1937. Her autobiography whilst not being published until 1983, was written during the Second World War. As it was written in the USA the autobiography will not have been censored. She will have been opposed to the Nazis. Her experiences echo life for all non-Aryans in Nazi Germany at this time. The source is therefore useful to demonstrate the difficulties faced by Jews in school once the Nazis came to power.
Question 2(a)

Target: Recall and deployment of knowledge

Mark allocation:

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Question: Describe the Nuremberg Trials. [4]

Use 0 for incorrect or irrelevant answers.

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

E.g.: They were trials held to punish the leading Nazis at the end of the Second World War.

LEVEL 2 A more detailed and accurate description. [3-4]

E.g.: The Nuremberg War Crime Trials were held between 1945 and 1949. However, the most famous trials at Nuremberg were those of the major war criminals and these were held from November 1945 to October 1946. The city of Nuremberg was chosen for the trials of the ‘major war criminals’. Nuremberg had witnessed the infamous Nazi Party rallies and by holding the trials there, it would emphasise the Party’s end.

The defendants were accused of conspiring to wage war, commit crimes against peace, commit crimes against humanity (including the newly defined crime of genocide) and commit war crimes such as abuse and murder of prisoners.

Almost 200 were tried at Nuremberg, of whom 142 were found guilty. They were executed or imprisoned.
Question 2(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understand and analyse source material; recall and deployment of knowledge</th>
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<td>Mark allocation:</td>
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Question: **Why was Source F produced in early 1945?** [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Comprehends content of the source; little focus on why it was produced. [1-2]

*E.g.:* Germany was losing the war. The source was produced to show that all Germans in Frankfurt had to join in the war effort. The Nazis wanted Germany to fight until the end.

**LEVEL 2** Considers the source in its historical context; suggests some reasons for its production. [3-4]

*E.g.:* The source was produced as it was aimed at young and old Germans and also women. The young boy is a member of the Hitler Youth and the woman is a factory worker. The source is a propaganda poster urging the Germans in Frankfurt to fight until the end. It states that Frankfurt was by that time a ‘Front Line Town’. By 1945 Germany was losing the war and the Russian army and Allies were advancing on Germany on all fronts.

**LEVEL 3** Analyses the source in its historical context; gives detailed reasons regarding its production at the time. [5-6]

*E.g.:* Source F is an example of German propaganda at the end of the Second World War. It shows clearly how all parts of the country, in this case Frankfurt, were expected to contribute to the War effort, part of Total War, fighting until the end to stop in particular, the Russian advance into Germany. The source states that by 1945 Frankfurt was a ‘Front line’ city with the effects of bombing seen in the poster. The source obviously gives a heavily biased representation of what was happening at the time as the young, old and women were largely ineffective and certainly no match for the Allied forces who were advancing into Germany from the East and West by early 1945. The Volkssturm was intended to stop the enemy advance into Germany.
Question 2(c)

Target: Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication

Mark allocation: AO1 AO2 AO3
10 2 2 6

Use 0 for incorrect or irrelevant answers.

LEVEL 1
Generalised answer; makes simple comments about the interpretation; will copy or paraphrase the given evidence.
[1-2]
E.g.: Evidence 1 states that the youth were a threat to the Nazis during the war. Evidence 2 argues that the Military were the most serious threat. Evidence 3 describes the opinions of the White Rose Movement, a youth protest group.

LEVEL 2
Identifies differences between ways in which the issue has been interpreted; will offer a basic judgement with some support from given evidence and/or own knowledge of the issue.
[3-5]
E.g.: Expect basic contextual support to be given in terms of a judgement, such as Evidence 1 states that many young people engaged in acts of defiance against the Nazis such as listening to Jazz music. Evidence 2 argues that the military and von Stauffenberg came closest to killing Hitler. Ultimately the bomb plot failed. Evidence 3 is by the White Rose Group, protesting against the Nazis and urging Germans to give up membership of Nazi Party organisations. Evidence 3 supports Evidence 1. Use of the given evidence will be more apparent than use of own knowledge; will use the content or authors of all 3 pieces of evidence to discuss the issue of opposition to the Nazis during the war.

LEVEL 3
Begins to recognise and comment on how and why this issue has been interpreted in different ways; will give a judgement regarding the given interpretation.
[6-8]
E.g.: Answers will address the question by offering comment on different interpretations of opposition to the Nazis. Answers will begin to demonstrate why different interpretations of this issue have been made, possibly with comments on the attitude of opposition groups and the views of later historians.
Evidence 1 is by an academic historian, writing in an A level textbook, and as such will be well-researched and reliable. Evidence 2 is by a member of the resistance, writing after the war who will have first-hand evidence of the time. Evidence 3 is from an opposition pamphlet produced by the White Rose group.
Answers will be supported by a greater degree of contextual knowledge regarding this issue. Answers will begin to judge the worth of different interpretations by using their own knowledge and given evidence to comment on issues such as the Swing Kids; White Rose; Edelweiss Pirates; Confessional Church; Army Generals.
LEVEL 4 Recognises and provides substantiated comments on how and why this issue has been interpreted in different ways; will give a clear judgement considering the given interpretation in the historical context. [9-10]

E.g.: Answers will clearly state whether they agree with the given interpretation of whether the most serious opposition to the Nazis during the war came from young people.
In order to make this judgement, answers will discuss how the given interpretation has been arrived at and recognise that there are other valid interpretations of this issue.
There was also other significant opposition to the Nazis as mentioned in evidence 2. There will be a considerable degree of historical support in the answer using both the given evidence and own knowledge.
Answers will test the value of the chosen interpretation by commenting on issues such as the reliability and usefulness of Evidence 2 and 3 when evaluating the most serious opposition to the Nazis.
Evidence 2 is by Otto John a member of the opposition writing after the war and was an eyewitness to the events of July 1944. Evidence 3 clearly describes the aims of the White Rose group. Aims that ultimately failed and led to the death of Hans and Sophie Scholl amongst others.
Answers may comment on the differences in interpretation given by Evidence 1 who as an academic historian is writing much later and with a greater degree of hindsight.
Some groups were more active than others; Swing Kids; White Rose; Edelweiss Pirates; Confessional Church; Army Generals; Bomb Plot came closest to killing Hitler.
The opposition ultimately achieved little but did show that not all sections of society were supportive of Hitler; some sections of society such as the youth and the church thought his policies were wrong.
### Question 3

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

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<tr>
<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<td>15</td>
<td>4</td>
<td>8</td>
<td>3</td>
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**Question:** To what extent was the Night of the Long Knives the most important event in Hitler’s consolidation of power between 1933 and 1934?  

[12+3]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**  
Generalised answer; basic response which offers little support.  

[1-3]

*E.g.* It was the most important because Hitler was able to get rid of people who were critical of him; he killed his main enemies which made him more powerful.

**LEVEL 2**  
Answer begins to discuss the issue set in the question.  

[4-6]

*To distinguish between 4 and 6 marks apply the following:*

**For 4 marks:** A one-sided answer with some contextual support OR a very weak two-sided answer with little contextual support.

**For 5-6 marks:** A developed one-sided answer with contextual support OR a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

*E.g.:* it was important because Hitler was able to eliminate a large number of critics; he killed Rohm the leader of the SA and ended the threat from the SA leadership; but other events were also important in increasing his power such as the Enabling Law; the death of Hindenburg and the creation of the office of Fuhrer.

**LEVEL 3**  
Answer is mainly a reasoned analysis of the issue set in the question.  

[7-9]

*To distinguish between 7 and 9 marks apply the following:*

**For 7 marks:** A very good one-sided answer with contextual support OR an unbalanced two-sided response with contextual support.

**For 8-9 marks:** A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

*E.g.:* it was the culmination of a number of measures; between 1933-34 he carried out the Legal Revolution; numerous events helped to increase his grip over Germany such as: the Reichstag fire; the Enabling Law; a series of laws increasing the hold of the Nazi Party over everyday life in Germany; BUT the Night of the Long Knives was very important because it eliminated Hitler’s main critics; Rohm was seen as a threat by Hitler and needed to be dealt with; he used the event to win over the army; the death of Hindenburg was also important as it allowed Hitler to make himself Fuhrer; the Night of the Long Knives therefore played a key role in the creation of his dictatorship, but it is to be viewed in the context of other factors.
LEVEL 4

Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question.

[10-12]

To distinguish between 10 and 12 marks apply the following:
For 10 marks: A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support.
For 11-12 marks: A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support.
Award the higher mark for the degree of contextual support.

E.g.: He carried out his ‘Legal Revolution’ between 1933 and 1934. Many factors were important in his consolidation. The Night of the Long Knives was important as it eliminated any internal opposition to Hitler from within his own party. It also guaranteed Hitler the support of the German Army, something he wanted in order to pursue his foreign policy ambitions; the Night of the Long Knives was very important because Hitler used the event to eliminate his most bitter critics; Rohm and the SA were becoming a political liability; they were demanding a Second Revolution; Hitler no longer needed the SA; pressure from the Generals to deal with Rohm who was demanding leadership of the army; Hitler had to choose between the SA and the army; ultimately, it eliminated the SA, won the backing of the army, and increased Hitler’s control over the party and the state; it resulted in the SS becoming more important; it was, therefore, very important.
Many other factors were important. In order to consolidate his position in 1933, the Reichstag Fire was important as the decree that followed the Fire, gave Hitler the legal authority to arrest his opponents. It discredited the Communists before the March election; Hitler could claim the Communists were planning to destroy parliamentary democracy; Hitler persuaded Hindenburg to pass ‘The Law for the Protection of the People and the State’ and arrest political opponents. The Enabling act was important because he lacked an overall majority in the Reichstag and so could be outvoted; he would not be able to pass the laws he wanted; it would give him the power to bypass the Reichstag and pass any laws; it would enable him to ignore the other parties.
The Night of the Long Knives has to be viewed in the context of other factors.
Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
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<tr>
<th>Level</th>
<th>Performance descriptions</th>
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</thead>
<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 performance</strong></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>
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<tr>
<td>1 mark</td>
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<tr>
<td><strong>Intermediate performance</strong></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>2 marks</td>
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<tr>
<td><strong>High performance</strong></td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
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<tr>
<td>3 marks</td>
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