INTRODUCTION

This marking scheme was used by WJEC for the 2019 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>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Level 3</td>
<td>the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary</td>
</tr>
<tr>
<td>Level 4</td>
<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
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</tbody>
</table>
Question 1 (a)

Target: Understanding of source material

Mark allocation: AO1 AO2 AO3

| 4 | 4 |

Question: What do Sources A and B suggest about the impact of the Depression on Germany? [4]

Use 0 for incorrect or irrelevant answers.

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

Source A shows that millions voted for the Nazis. There were problems. People feared the Communists. Source B shows that unemployment increased.

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.

Source A gives reasons why many turned to the extremist parties. There were political and economic problems leading to a rise in support for the Nazi and Communist parties. Millions voted for these parties. People were worried about worsening economic conditions.

Source B is a graph showing rising unemployment in Germany. At its peak in 1932 unemployment reached over 6 million. Before the Wall Street Crash unemployment was below 2 million. The Crash led to the Great Depression and a rise in unemployment as seen in the source. There is also a slight drop in the numbers of unemployed in 1933. Large numbers of Germans were without a job; in 1928 it was just under 2 million, rising to a high of just over 6 million in 1932; the number of unemployed rose every year between 1928 and 1932.
Question 1 (b)

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

Mark allocation: AO1 AO2 AO3

6 4 2

Question: Use Source C and your own knowledge to explain why the Enabling Act was important in Hitler's consolidation of power. [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]

Eg: The Enabling Act was the end of democracy in Germany. It was seen by many as the foundation stone of the Third Reich. It allowed Hitler to secure greater control over Germany.

LEVEL 2 Understands content of the source with some background knowledge. [3-4]

Eg: The Enabling Act was the end of the Weimar constitution and democracy in Germany. It was seen by many as the foundation stone of the Third Reich. The Enabling Act allowed Hitler to secure greater control over Germany. The Nazis lacked an overall majority in the Reichstag and so could be outvoted; Hitler 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.

LEVEL 3 Clear use of the content of the source with accurate and detailed background knowledge used to explain the issue. [5-6]

Eg: The source clearly states that the Enabling Act was the foundation stone of the Nazi dictatorship. It signalled the end of the Weimar constitution and democracy in Germany.

The Enabling Act was a crucial part of the Nazi consolidation of power; it was the foundation stone of the Third Reich. The Nazis lacked an overall majority in the Reichstag and so could be outvoted; Hitler would not be able to pass the laws he wanted; the Enabling Act gave Hitler the power to create his dictatorship. He used the powers to ban trade unions, opposition parties, and freedom of speech. It allowed Hitler to dismantle the Weimar Republic. Many people were sent to concentration camps.
Question 1 (c)

**Question:** How useful are Sources D and E to an historian studying the reasons why people supported the Nazi Party? **[8]**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Comprehends content of the sources; little focus on utility. **[1-2]**

*Eg:* Source D says that Hitler is a great speaker and that he can control a crowd. He tells people what they want to hear. Source E says that Hitler appealed to her parents. Her mother wept with joy as Hitler promised many things.

**LEVEL 2** Considers usefulness of the sources in terms of both their content and their authorship. **[3-4]**

*Eg:* Source D describes a Nazi rally/meeting. It describes Hitler’s style and the way his speech persuades Germans. He tells people what they want to hear. The author is a German writing in a book in 1940. Strasser witnessed the meeting in the hall. Source E is by a German woman Frau Mundt. She is remembering events from 60 years beforehand. She clearly states that Hitler had a good effect on her parents. He said that he was on the side of the unemployed and that he promised to improve people’s lives.

**LEVEL 3** Evaluates both sources in context with some imbalance; reaches conclusion regarding utility for the set enquiry. **[5-6]**

*Eg:* Source D is by Otto Strasser, a former Nazi. As Strasser was forced to leave Germany in the 1930s it is likely that he is critical of Hitler. He has become a critic of Hitler and could therefore be biased. He was however a witness to the rise of Hitler and having been a part of the Party beforehand would have seen the way Hitler could control a crowd as mentioned in the source. As someone who had been to a meeting he was well placed to describe what happened. He is writing from the safety of the USA. Source E is the view of a German woman who gives reasons for her own and her parents support of the Nazi Party. She made these comments in the 1980s for a TV documentary. As a result her recollections should be treated with caution. She was however a first hand witness to the rise of the Nazis and as such is valid.
LEVEL 4  Evaluates both sources regarding the specific historical context; reaches reasoned and substantiated judgement regarding their utility for the set enquiry.

Eg: Source D describes a Nazi Party meeting. The hall was packed; this was a Nazi tactic as a busy meeting denoted success. It describes Hitler’s style and the way his speech persuades Germans. How he reaches every individual listener’s personal emotions. Every person in the crowd listens carefully. He gives them hope. He tells people what they want to hear.

This is useful as Nazi Party meetings were carefully orchestrated and planned in detail. Strasser was a witness to this and as a former Nazi took part in these political meetings, and is therefore useful. It is by a German who was forced to leave Germany in the 1930s. He will have been a critic of Hitler and Nazi tactics. He may be biased, however he had been to a meeting and was an eye witness to events. He has moved to the USA probably in fear of his life and is writing at a time when Nazi policies had led to war.

Source E clearly states why the authors parents supported the Nazis. Hitler appealed to the unemployed, people like Frau Mundt’s parents. Hitler was their saviour.

As an eye witness to these events Frau Mundt will be useful; however she is being interviewed many years after the defeat of Nazism in a BBC documentary. She has no reason to try and hide the reason for her support of Hitler during the 30s. Although they are recollections from 60 years previously, there is no reason to doubt the validity of her recollections, and she gives voice to the many that felt Hitler and the Nazis to be their only hope after the Wall Street Crash.
Question 2(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1  AO2  AO3</td>
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<tr>
<td>4</td>
<td>4</td>
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Question: **Describe the role of Josef Goebbels.** [4]

Use 0 for incorrect or irrelevant answers.

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

_Eg: An important Nazi; he worked in the Nazi government; friend of Hitler's. Tried to influence Germans._

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

_Eg: Nazi Minister of Enlightenment and Propaganda; in charge of all censorship and propaganda; controlled what was printed and broadcast; the master of manipulation. Goebbels was responsible for trying to brainwash / indoctrinate the German people into accepting and believing in Nazi beliefs and values; propaganda was essential to hammer home the Nazi message; under Goebbels leadership the Ministry ensured that censorship led to Germans only reading/hearing what Goebbels and his Propaganda Ministry wanted them to know; the Nazis were able to control what was published in newspapers, books, magazines, what music people listened to, what films they watched etc._
Question 2(b)

| Target: Understand and analyse source material; recall and deployment of knowledge |
|-----------------------------------------------|----------------|----------------|
| Mark allocation: AO1 | AO2 | AO3 |
| 6 | 2 | 4 |

Question: Why was Source F produced in 1937? [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: The source was produced to show that women were important and that Germans had to support the mother and child.

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

Eg: The source was produced as part of a propaganda campaign to encourage Germans to support the mother and the German family. It was produced by the Nazi Party. The source shows a mother feeding a child. There is a farm worker in the background. It shows a perfect Aryan mother. It is a Nazi propaganda poster aimed at increasing support for its policy of the 3K’s.

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

Eg: Source F was typical of Nazi racial propaganda. It shows a perfect, racially pure German woman. It clearly places the mother as a vital part of German society. It is a Nazi propaganda poster aimed at increasing support for its policy towards women. Women were expected to follow the 3 ‘K’s. Kinder, Kuche, Kirche – Children, Kitchen, Church. Role as mothers and guardians of the home. Women had a key role in trying to raise the birth rate. The motherhood cross was given to those women who had many children. However many women lost their jobs.

The mother is wearing traditional German costume and the reference to the land and farming is indicative of Nazi propaganda looking back to the land and traditional German values. The mother is racially pure.
Question 2(c)

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

Mark allocation: AO1 2 2 6

Question: One interpretation is that life improved for many Germans between 1933 and 1939.

How far do you agree with this interpretation? [10]

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]

Eg: Evidence 1 says that life improved for Germans and young men were given jobs.
Evidence 2 says that times were hard for German Jews.
Evidence 3 shows a Nazi boycott of Jewish shops.
Yes, things got better; people now got jobs and had money to spend; or no, for Jews the situation was not good.

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]

Eg: Answers will show understanding that not all German people benefited from Nazi policies between 1933 and 1939.
Expect basic contextual support to be given in terms of a judgement, such as Evidence 2 and 3 show that life didn’t improve for some Germans. Jews were persecuted. Jews were persecuted and life became increasingly difficult.
Evidence 1 however shows that for some Germans life improved between 1933 and 1939. The Nazis brought prosperity and improved living conditions. Hospitals and motorways were built and Germans benefited from these changes.
Use of the given evidence will be more apparent than use of own knowledge e.g. employment opportunities were created for Aryan Germans. May mention groups that suffered because of Nazi policies.

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]

Eg: Answers will address the question by offering comment on different interpretations of life in Nazi Germany. Answers will begin to demonstrate why different interpretations of this issue have been made, possibly with comments on the attitude of the authorities and the views of later historians.
Evidence 1 is by a historian writing in school history text book. His work will be well researched.
Evidence 2 is from a German man remembering life in 1930s Germany. He was forced to leave Germany in 1937 due to Nazi racial policies. Although potentially biased, he will have first-hand evidence of the time.
Evidence 3 is a picture of a Nazi boycott of Jewish stores and supports the view in Evidence 2 that not all Germans benefited from Nazi policies. 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 that for the majority of Germans life did get better and they reaped the benefits of being loyal German citizens; the unemployed got jobs; steady wages; improved economy; improved lifestyle; range of consumer goods; the bad times of the Depression had gone; BUT not all Germans did well such as Jews who lost their rights of citizenship; some women lost out on their careers.

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]

Eg: Answers will clearly state whether they agree with the given interpretation that not all German people benefited from Nazi policies between 1933 and 1939. 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.

Evidence 1 is by a historian writing in a text book. His work will be well researched. As it is for school textbook it may well be simplified however the view will be valid.
Evidence 2 is from a German man, remembering life in 1930s Germany as a Jew. He will have first-hand experience of the time and the persecution that he and his family was subjected to. Although interviewed many years later, his view is certainly a valid one and an accurate description of the persecution. He left Germany with his family in 1937 2 years after the Nuremberg Laws where Germans lost their right as German citizens. He has no reason to exaggerate as it is for an interview for a book many years after the 1930s.
Evidence 3 is a picture of a Nazi boycott of Jewish stores and supports the view in evidence 1 that not all Germans benefited from Nazi policies. The boycott was the beginning of Nazi persecution against the Jews in 1933.

Answers will demonstrate why it is possible to make different interpretations of this issue. 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 experience of life in Germany during this period depended upon ethnic background and personal circumstances; Aryans generally did well and received benefits from organisations like the KdF such as subsidised leisure activities; many Germans now had a regular job and a steady income; the hardship of the Depression years had been replaced with a more affluent society; the RAD created public work schemes; changing the role and status of women was not welcomed by all females; other groups did not do well and experienced racial persecution and abuse – Jews, gypsies, Jehovah witnesses, homosexuals; opening of the first concentration camp at Dachau; arrests of enemies of the state; fear of the SS and Gestapo.
Question 3

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; explanation and analysis of key concepts; quality of written communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<tr>
<td>15</td>
<td>4</td>
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</tbody>
</table>

**Question:** Was life on the Home Front in Germany always difficult during the war years? [12+3]

Use 0 for incorrect or irrelevant answers.

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

*E.g* yes because their cities were bombed; food was rationed; hard to get certain items. Shortages. People died.

**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* : not to begin with but things did get harder as the war progressed; life relatively normal in the early years of the war but when Germany started to lose the war things changed; the situation got worse with the bombing of cities and industrial centres; for certain groups things did not change *e.g.* gypsies and Jews.

**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.* two sided answer which identifies two clear phases: on the one hand between 1939-1942 the war had only a limited impact; little bombing of Germany itself. However by 1942 the tide had turned, which then saw increasing hardship; bombing raids on cities caused high civilian deaths; increasing economic hardship as the war progressed. Different groups also had a very different experience of war. Jews were persecuted and the Final Solution led to the deaths of 6 million Jews.
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: Up to 1942 life on the Home Front was not that bad – only limited bombing/rationing; Germany used the conquered lands for their own economic gain, plundering goods from France, Poland etc. Workers were also taken from these countries to work in German factories. Germany was successful in the early years of the war.

Change came after 1942 – growing shortages/hardships, increase in bombing raids, harsher rationing. The RAF/USAF bombed Germany to ruin. Germany was losing the war. There was some opposition to the war from groups in Germany. Minority groups were also persecuted e.g. Jews, Gypsies, homosexuals.

Total war was declared by Goebbels and life became increasingly difficult for most Germans. Old men and young boys were enlisted into the Volkssturm. By 1945 Germany was in ruins. The war ended with Germany occupied by the Allies and Hitler committing suicide. Different sections of society/groups had radically different experiences during the war. On the whole however life got increasingly harder for most Germans after 1942.

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>
</tr>
</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</strong></td>
<td></td>
</tr>
<tr>
<td><strong>performance</strong></td>
<td></td>
</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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<tr>
<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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</tbody>
</table>