GCE A LEVEL MARKING SCHEME

SUMMER 2022

HISTORY - UNIT 4
DEPTH STUDY 8

GERMANY: DEMOCRACY AND DICTATORSHIP c.1918–1945

PART 2: NAZI GERMANY c.1933–1945

1100U80-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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Marking guidance for examiners

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. This question is compulsory and the mark awarded to it is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts.

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.

- Advice on the specific question outlining **indicative content** that can be used to assess the quality of the specific response. This content is not prescriptive, and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Third, a final mark for the question can then be awarded.

Summary of assessment objectives for Question 2 and Question 3

Question 2 and Question 3 assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. Candidates choose either Question 2 or Question 3. The mark awarded to each question is 30.

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.

- Advice on the specific question outlining **indicative content** that can be used to assess the quality of the specific response. This content is not prescriptive, and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Third, a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

The paper has a maximum tariff of 60.

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Question 1

AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

		Value of the sources	Analysis and evaluation of the sources in their historical context	Focus on the question set
Band 6	**26–30 marks**	The learner shows clear understanding of the strengths and limitations of the sources.	The sources are clearly analysed and evaluated in the specific and wider historical context.	The learner will make a sustained and developed attempt to utilise the sources to directly answer the question set.
Band 5	**21–25 marks**	The learner considers the strengths and limitations of the sources.	There is some analysis and evaluation of the sources in the specific and wider historical context.	The learner deploys the sources appropriately to support the judgement reached about the question set.
Band 4	**16–20 marks**	The learner develops a response which begins to discuss the strengths and limitations of the sources.	There is some analysis and evaluation of the sources with an awareness of the wider historical context.	The learner deploys the sources to support the judgement reached about the question set.
Band 3	**11–15 marks**	The learner uses most of the source material to develop a response.	There is some analysis and evaluation of the sources.	The learner begins to discuss the sources' use in the context of the question set.
Band 2	**6–10 marks**	The learner uses some of the source material to develop a response.	The learner begins to analyse and evaluate the sources but it is largely mechanical.	The learner attempts to comment on the sources' use but lacks context.
Band 1	**1–5 marks**	There is limited evidence of the use of the sources.	Sources are used for their content only.	
Award 0 marks for an irrelevant or inaccurate response.				

Candidates will be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

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0 1 **Using your understanding of the historical context, assess the value of these three sources to an historian studying foreign policy developments in Nazi Germany during the period from 1933 to 1941.**

Candidates will consider the value of the sources to an historian studying foreign policy developments in Nazi Germany during the period from 1933 to 1941. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given, if appropriate, where that learning is used to show understanding of the historical context. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A The general historical context associated with this source is the establishment of Hitler's authority in Germany, while its specific historical context is the understanding reached between the Nazi Party, the Foreign Office and the Army about German foreign policy objectives and the desire to revise the terms of the Treaty of Versailles. The source is a private memorandum to the British government in 1933 in relation to the Geneva Disarmament talks of May 1933. As a military advisor to the talks Temperley was best placed to analyse German foreign policy objectives in 1933. However, he was only part of the delegation and so his view must be balanced against those of other delegates. Temperley is convinced that Germany had military ambitions and he is of the view that a forceful approach against Germany should be adopted. However, the British government was unwilling to adopt an aggressive stance towards Germany and was only prepared to request that Germany not denounce the disarmament clauses of the Treaty of Versailles. However, Hitler had no plans to disarm and was only using the conference as a cloak for surreptitious rearmament. The source remains valuable evidence to an historian studying foreign policy developments in Nazi Germany, showing how Germany was using camouflage tactics to destroy what remained of the Versailles system and a desire to rebuild German strength.

Source B The general historical context associated with this source is the developments in Germany foreign policy that had been engineered by 1938, while its specific context is Hitler's increasing openness about the reasons for the initially peaceful nature of German foreign policy (to secure rearmament). The tone of the speech reflects Hitler's growing self-confidence: he wants the German press to create a sense of nationalist indignation against the diplomatic events taking place and the treatment of Germany at those events. He wants to cultivate popular support for his foreign policy ambitions. The source is of value to an historian because it reveals that Hitler was planning the next step in foreign policy, which was a more expansionist programme. Foreign policy had moved into a new gear with Hitler creating and exploiting new opportunities in a rapid escalation of diplomatic and military action.

Source C The general historical context associated with this source is the ongoing breakdown of the non-aggression pact between Germany and the Soviet Union, while the specific historical context is the events immediately leading up to the war on the Eastern Front, including the appointment of Joachim von Ribbentrop, who moved Germany into a more radical direction in foreign policy. In von Ribbentrop's press release to the New York Times, which was effectively a piece of German propaganda justifying Germany's preventive strike on the Soviet Union. The Nazi Soviet Pact was obviously a fragile agreement which was likely to break down when the balance of advantages favoured either country. However, there is no evidence to suggest that Stalin was planning an attack on Germany in June 1941. It is more likely that the context of opportunity was a more likely explanation. The success of Blitzkrieg against Poland and the West left the Soviet Union isolated and furthermore there was an ideological context to the invasion of the Soviet Union. The tone of the source should be treated with caution because, although it reflects Nazi propaganda, Ribbentrop was not convinced of the wisdom attacking the Soviet Union.

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Questions 2 and 3

AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	**26–30 marks**	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	**21–25 marks**	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	**16–20 marks**	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	**11–15 marks**	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	**6–10 marks**		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	**1–5 marks**		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

Candidates will be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

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0 2 **To what extent did the Nazi regime maintain control over the German people during the period from 1933 to 1945?**

Candidates will offer a supported appraisal of the Nazi regime across the specified period, measuring – in relation to other relevant issues –the degree to which it maintained control over the German people. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the Nazi regime maintained control over the German people during the period may include the following.

- The Nazis established a totalitarian regime through a battery of repressive laws, transforming the political system into a One-Party state.
- Hitler was undisputed leader with unlimited power and maintained complete control over all aspects of German life.
- Control was maintained over all institutions and these were used to instil Nazi ideology into the German people.
- Nazi economic policies maintained the support of the German people as the government controlled the economy.
- The apparatus of the police state ensured that the German people conformed to the Party line. The SS–SD system preserved the Nazi regime by its brutal and repressive measures. Coercion was linked to propaganda and ensured that there was no effective opposition within Nazi Germany.
- The army's ability to shape political developments within Germany was greatly reduced as Hitler was aware of the necessity of working with the army at least initially.

Arguments that suggest that the Nazi regime did not maintain control over the German people during the period may include the following.

- There was an organised opposition, resistance and nonconformity to the Nazi regime, which revealed itself in many diverse groups.
- On occasions, the Nazis were forced to abandon policies that were unpopular. Therefore, Nazi authority was resisted inside Germany to different degrees.
- Nazi terror was not all embracing; the Gestapo had to rely upon voluntary denunciations by neighbours and colleagues.
- Although the regime arranged various economic controls, industry remained in private hands as long as it co-operated.
- It may be argued that the Nazi regime was unable to maintain control over the German people as it was a polycracy – an alliance of different blocs that were reliant upon each other – that, from the beginning, consisted of divisions and rivalries within government, which persisted throughout the period and created administrative chaos.

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0 3 **"The Nuremberg Laws were the most significant development in Nazi racial policy during the period from period 1933 to 1941." Discuss.**

Candidates will offer a supported analysis of the Nuremberg Laws, measuring their significance – in relation to other relevant issues – as a Nazi racial policy in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the Nuremberg Laws were the most significant development in Nazi racial policy during the period may include the following.

- The Nuremberg Laws marked a clear stage of discrimination and stigmatisation, depriving Jews of citizenship and political rights.
- They marked a significant development in the Nazi pursuit of racial supremacy. The overall aim was to prevent Jews from mixing with Aryans to promote so-called "racial hygiene".
- The laws expressed the paranoid thinking of a group of racists obsessed with people who they believed had "inferior blood".
- A permanent framework of racial discrimination had been established for the first time. They represented contemporary Nazi radical demands.
- The Nuremberg Laws marked the first legalised implementation of racial theory in the 1930s.
- They constituted a significant step on what has been called "the twisted road to Auschwitz".

Arguments that suggest that the Nuremberg Laws were not the most significant development in Nazi racial policy during the period may include the following.

- The Nuremberg Laws were intended to set precise limits to anti-Semitic activities and end the haphazard reign of terror. It was an opportunist response to satisfy Party activists: racial policy continued to lack consistency and lack of clarity.
- In terms of anti-Semitism alone, Kristallnacht in 1938, marked a far more radical phase. It was a clear transition from haphazard policy to the systematic exclusion of Jews from the economy that had started with the Boycott campaign of 1933. Forced emigration, resettlement and the concentration of Jews in ghettos were further significant developments in terms of anti-Semitism.
- Anti-Semitism was only part of a wider world view that divided mankind into worthy and unworthy populations. The progression from sterilisation of the "unfit" to euthanasia was a significant development and indicated the Nazis' ideas on eugenics and their determination to remove "unsound racial elements".
- European Roma had long been discriminated against because they were considered racial outsiders. Many German local authorities had demanded that they all be sent to Dachau, and by 1938 they were registered and closely supervised.
- Homosexuals and asocials were other targeted groups, and candidates may refer to the increased rate of their internment during the period of the regime.

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